

University Of Alberta



0 0002 23631 39

TEACHER'S SOURCE BOOK

LEVEL 3

Parts 2 to 4

PE

1121

L28

1970

LEV.3

TCH.BK.

PT.2-4

CURR

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



LANGUAGE EXPERIENCE READING PROGRAM

TEACHER'S SOURCE BOOK

LEVEL 3

PARTS 2 to 4

DEVELOPMENTAL SKILLS LESSONS

Part 2 WORD PERCEPTION

Part 3 INTERPRETATION

Part 4 LISTENING

Elizabeth A. Thorn, M.A., Ph. D.
Anne McCreary-Juhasz, Ph. D.
Audrey C. Smith, B.Sc., M.A.
K.D. Munroe, B.A., M. Ed.
M. Irene Richmond, B. Ed.

The *Teacher's Source Book, Level 3* is available in two editions: (1) as a complete book; (2) in two sections, the first of which contains Part 1 of the complete book, the second of which comprises Parts 2 to 4 of the complete book.

The section entitled *Teacher's Source Book, Level 3: Parts 2 to 4* comprises the Developmental Skills Lessons for the Level 3 program. Suggestions for the place and pacing within the program of these skills lessons in Word Perception, Interpretation, and Listening will be found in the *Teacher's Source Book, Level 3: Part 1*, which contains Suggestions for the Program Organization of Blocks 45-85 and the Integrated Language Units.

COPYRIGHT © 1970, 1966 BY W. J. GAGE LIMITED.
PRINTED AND BOUND IN CANADA
All rights reserved—no part of this book
may be reproduced in any form without
permission in writing from the publisher.

Reproducing passages from this book by
mimeographing or by photographic,
electrostatic or mechanical means without
the written permission of the publisher
is an infringement of copyright law.

LIBRARY
UNIVERSITY OF ALBERTA

CONTENTS

	Page
IDEAS FOR TEACHING LANGUAGE	1
 PART 1 BLOCKS 45-85 and INTEGRATED LANGUAGE UNITS	
Contents	17
Blocks	19
 PARTS 2-4 DEVELOPMENTAL SKILLS LESSONS	
PART 2 WORD PERCEPTION	
Contents	179
Lessons 1-11: Using Context Clues	181
Lessons 12-55: Phonetic Analysis	191
Lessons 56-65: Structural Analysis	239
PART 3 INTERPRETATION	
Contents	249
Lessons 1-52	251
PART 4 LISTENING	
Contents	315
Lessons 1-52	317
INDEX OF POETRY	379

PART 2 WORD PERCEPTION LESSONS LEVEL 3

CONTENTS

Lessons 1–11	Using Context Clues to Identify Unknown Words	Page
Lesson 1:	Using context clues to identify unknown words – pictures	181
Lesson 2:	Using context clues – making sense in the context	182
Lesson 3:	Using context clues – several correct choices from text	183
Lesson 4:	Review – using context clues	184
Lesson 5:	Using context clues to identify unknown words	186
Lesson 6:	Using context and beginning consonant as clues to word recognition	186
Lesson 7:	Review – using context clues	187
Lesson 8:	Using context clues to identify unknown words	188
Lesson 9:	Using context clues – familiar situation as a clue to word recognition	189
Lesson 10:	Using context clues – unknown word contrasted with known word	190
Lesson 11:	Using context clues – unknown word is defined	190
Lessons 12–15	Phonetic Analysis	
Lesson 12:	Review – visual-auditory perception of <i>f, m, b, t</i>	191
Lesson 13:	Visual-auditory perception of <i>f, m, b, t</i> (medial and final positions)	192
Lesson 14:	Visual-auditory perception of <i>z</i> (initial, medial and final positions)	193
Lesson 15:	Visual-auditory perception of <i>the z-sound</i>	195
Lesson 16:	Review – visual-auditory perception of <i>c, l, p</i>	196
Lesson 17:	Visual-auditory perception of <i>c, l, p</i> (medial and final positions)	196
Lesson 18:	Review – visual-auditory perception of <i>r, n, d, g</i>	197
Lesson 19:	Visual-auditory perception of <i>r, n, d, g</i> (medial and final positions)	198
Lesson 20:	Visual-auditory perception of <i>y</i> (consonant)	198
Lesson 21:	Review – visual-auditory perception of <i>h, w, j, k, y</i>	199
Lesson 22:	Visual-auditory perception of <i>ch</i> (initial position)	200
Lesson 23:	Visual-auditory perception of <i>sh</i> (initial position)	202
Lesson 24:	Review – visual-auditory perception of <i>the ch- and sh- sounds</i>	204
Lesson 25:	Visual-auditory perception of <i>wh</i> (initial position)	204
Lesson 26:	Visual-auditory perception of <i>th</i> – the voiced sound (initial position)	206
Lesson 27:	Visual-auditory perception of <i>th</i> – the unvoiced sound (initial position)	206
Lesson 28:	Review – visual-auditory perception of <i>ch, sh, wh, th</i>	207
Lesson 29:	Visual-auditory perception of <i>s</i> blends (<i>st, sl, sm, sp</i>)	209
Lesson 30:	Visual-auditory perception of <i>r</i> blends (<i>tr, br, fr, dr, gr</i>)	210
Lesson 31:	Visual-auditory perception of <i>l</i> blends (<i>bl, fl, pl, cl</i>)	211

	Page
Lesson 32: Review — visual-auditory perception of <i>s, r, l</i> blends	211
Lesson 33: Auditory perception of two sounds represented by <i>a</i>	215
Lesson 34: Visual-auditory perception of two sounds represented by <i>a</i>	215
Lesson 35: Auditory perception of two sounds represented by <i>i</i>	216
Lesson 36: Visual-auditory perception of two sounds represented by <i>i</i>	217
Lesson 37: Review — visual-auditory perception of sounds represented by <i>a</i> and <i>i</i>	218
Lesson 38: Auditory perception of two sounds represented by <i>o</i>	219
Lesson 39: Visual-auditory perception of two sounds represented by <i>o</i>	220
Lesson 40: Review — visual-auditory perception of sounds represented by <i>a, i, o</i>	221
Lesson 41: Auditory perception of two sounds represented by <i>e</i>	222
Lesson 42: Visual-auditory perception of the short <i>e</i> sound	223
Lesson 43: Review — visual-auditory perception of sounds represented by <i>a, e, i, o</i>	223
Lesson 44: Auditory perception of two sounds represented by <i>u</i>	224
Lesson 45: Visual-auditory perception of two sounds represented by <i>u</i>	225
Lesson 46: Review — visual-auditory perception of sounds represented by <i>a, e, i, o, u</i>	226
Lesson 47: Review — consonant digraphs	227
Lesson 48: Review — blends	227
Lesson 49: Visual-auditory perception of diphthongs <i>ou, ow</i>	230
Lesson 50: Visual-auditory perception of diphthongs <i>oi, oy</i>	232
Lesson 51: Visual auditory perception of <i>ee, oo</i>	233
Lesson 52: Review — visual-auditory perception of <i>ee, oo</i>	235
Lesson 53: Review — visual-auditory perception of digraphs <i>ch, sh, th, wh</i>	236
Lesson 54: Review — visual-auditory perception of vowel sounds	237
Lesson 55: Review — blends	238
Lessons 56–65 Structural Analysis	
Lesson 56: Inflectional ending <i>-ed</i> (<i>the d-sound</i>)	239
Lesson 57: Inflectional ending <i>-ed</i> (<i>the t-sound</i>)	240
Lesson 58: Inflectional ending <i>-ed</i> (as a separate syllable)	241
Lesson 59: Possessive form <i>'s</i>	242
Lesson 60: Review — possessive form <i>'s</i>	243
Lesson 61: Discrimination between the use of <i>s</i> to indicate plurals and <i>'s</i> to indicate possession ..	244
Lesson 62: Recognition of compound words	245
Lesson 63: Suffixes <i>-er</i> and <i>-est</i> of comparison	245
Lesson 64: Suffixes <i>-er</i> and <i>-est</i> of comparison (doubling the final consonant)	246
Lesson 65: Compound words	247

LESSONS 1-11: USING CONTEXT CLUES TO IDENTIFY UNKNOWN WORDS

Using
picture
clues

LESSON 1



The purpose of this lesson is to *teach* pupils how to use picture clues as an aid in identifying unknown words. A discussion of various ways in which pupils can identify words will help them to learn useful techniques. Use the following exercise for this purpose. It is *not* an exercise for independent work.

Pupils who have difficulty with this lesson will need more lessons of this type. In addition, during reading lessons the teacher should focus the attention of these pupils on picture clues whenever possible so that proficiency in this skill will develop, and will transfer to other reading situations.

Have the pupils read the first selection on Practice Book page 1.

Pupils use
Practice Book
Page 1

See Tom go down the hill. He is on skis. What fun he is having! Up and down! Up and down! He is skiing. The hill is just right for skiing. It is covered with snow. Tom can go fast. His ski poles help him go where he wants to go.

1. Ask the pupils if there are any words that they couldn't get or that they had to stop and think about. Help them to realize that when we are reading, we often meet words that we do not know. When we do, we must attempt to identify them.

2. Have the pupils explain how they identified the words with which they weren't familiar. (If they couldn't determine the word, help them to use clues, picture clues if possible, to get the words.)

Some words that may be unfamiliar in this selection are: *skis, skiing, covered, poles*. Clues that pupils may mention are *picture clues, initial consonants, and sentence meaning*.

3. In sentence 2 demonstrate that sometimes we must read the other words in the sentence before we can be sure of the meaning of an unknown word even when we have a picture. For example: Why wouldn't *hill* be correct for *skis*?

"He is on *hill*" isn't complete. We would say, "He is on *a hill*" or "He is on *the hill*" and there is no *a* or *the*.

In the last sentence *His ski poles* could be

His ski pants

His ski boots

His ski harness

Even the initial consonant doesn't help (*pole, pants*). The picture provides the final clue.

4. After discussing the words with which the pupils have had difficulty, have them re-read the story in its entirety.

5. Proceed similarly with the second selection. Words that may be unfamiliar are:
elephant, circus, tricks, trunk, ride.

This is an elephant. This elephant lives in the circus.
He can do tricks. The boy is sitting on the elephant's
trunk. The elephant will put the boy in the box. Then he
will take the boy for a ride.

Using
context clues—
making sense
in the context

LESSON 2

1. Write these sentences on the chalkboard.
Have the pupils supply words that would fit in the blank.

- a) The sun is not out.
The moon is up.
The sky is black.
It is _____.

night, dark

- b) See the fire!
The house is _____.

burning

- c) The cat ran because the dog was _____ it.

chasing, hurting

- d) I live in a house.
My cat lives in the house too.
The cows do not live in the house.
They live in the _____.

barn, field

Discuss the fact that in our reading there is sometimes a word that we do not know.
We can often figure out this word from the other words in the sentence by thinking about
what word would make sense.

2. Write the following on the chalkboard.

Have the pupils identify the underlined word and tell how they decided upon the
word. The sense in the sentence and knowledge of the consonants s and b will be of
use.

- a) I like to go to the lake.
I like to swim in the lake.
- b) Sue washes her face.
She puts hot water in the sink.
- c) Father is out on the lake.
He is in his boat.
- d) John wanted to ride his horse.
First, he put the saddle on its back.
- e) "You cannot go out like that," said Mother.
"You must get your rubber boots."

best fitting word
and initial con-
sonants s, b

Using
context clues—
several correct
choices from
text

LESSON 3

1. Put the following sentences (with the blank) on the chalkboard. Have the pupils complete these sentences.

Accept any answers that make sense in the sentences.

Print their answers under the blank space in each line.

- a) Mike likes to ride his bike.
"I can go _____," he said.
(fast, down, home)
- b) "Will you let me ride your bike?" asked Sam.
"I want to _____."
(ride, try, go)
- c) Sam was too little to ride a bike.
_____ went the bike.
(Wobble, wiggle)
And down Sam _____.
(fell, went)

beginning
consonant clues

2. Now place the beginning consonant of one of the words on the blank line.

Have the pupils tell you which word fits in the sentence now.

Point out that the first letter of an unknown word often provides a clue. Explain that sometimes more than one word will begin with the same letter. If they have no other clues, they should think carefully about the two choices. One will usually give a better description: for example, *wobble* is a better word to describe what the bicycle did than *wiggle*.

3. Place the following on the chalkboard.

the word that
"fits" the
text and the
picture

- a) *Wiggle, wiggle* it went.







- b) *Wobble, wobble* it went.



Say: "If you had a choice of the two words wobble and wiggle and knew that the first sentence told about a worm and the second about a boy trying to ride a bicycle, how would you read sentence a)? sentence b)?"

Chalkboard or Duplicated Exercise

Have the pupils read the sentences and then circle the picture that identifies the underlined word.

<p>I want to go.</p> <p>I want to go on the lake.</p> <p>We will go in a <u>canoe</u>.</p> 	<p>Baby is playing with her toy pet.</p> <p>Her toy pet is a <u>teddy bear</u>.</p> 
<p>I have a little car.</p> <p>You cannot see it.</p> <p>It is in my <u>pocket</u>.</p> 	<p>I went up and down.</p> <p>Up and then down.</p> <p>I had fun <u>skiing</u>.</p> 

Review-using
context clues:

LESSON 4

Ask pupils how they can discover an unknown word in a sentence. [(1) the sense in the sentence, (2) initial consonant clues, (3) the best, most descriptive word]

1. sense
2. initial
consonants
3. the best
word

To review and give pupils practice in using these skills, place the following groups of sentences on the chalkboard.

Ask the pupils to read the sentences and to explain which clues they used to identify the underlined word in each.

- a) I see the blue bird.
It is in its home.
Its home is not a house.
Its home is a nest.
- b) I'm going out.
I have a mask on.
It's Halloween.

- c) "There is my bus," said Joe.
 "I must run.
 I'll be late."
- d) "I want to put this in the big pan, Mary.
 Will you take the cover off the big pan, please?" asked Mother.
- e) When we go to school, the bus driver takes us.
 We ride in the bus.
 When it stops, we get out.
 We do not go to school on Saturday and Sunday.

exercise

Chalkboard or Duplicated Exercise

Have the pupils read the sentences in each box and then draw a picture that shows the answer to the question in the box.

1. "The car will not go," said Father.

"I know what I must get.

I am out of gas."

Where will Father get gas?

2. "Now I must bake the cake," said Mother.

"I'll put it in the oven."

Where will Mother put the cake now?

3. My skates don't fit.

They are too little.

My feet are big.

Draw a picture for the underlined word.

4. Down, down, down it comes.

White, white snow.

White, white flakes of snow come down.

Draw a flake of snow.

Using context
clues to identify
unknown words

LESSON 5

1. Write the following groups of sentences on the chalkboard. Have the pupils supply the missing words.

ran
a) Little Red Hen did not want the fox
to catch her.
She ran and she ran and she _____.

birthday
b) Mary is having a party.
She is six years old.
It is her _____.

my
c) John has Mary's new book.
Mary said, "That is _____ book."

Comment that when we are reading we often see a word that we don't know. Sometimes we can figure out what the word is, just as we figured out what these missing words were.

2. Write the following groups of sentences on the board, underlining the words as indicated. Have the pupils identify the underlined words. Discuss the clues used to identify each.

a) We saw a funny man at the circus.
He made us laugh.
He was a clown.

b) Mary can't find her dog.
He is lost.

c) Mary's dog is in the car.
He will bark and then she
will find him.

d) "I see a boy," said Dick.
"Who is it?"
"His name is Tom," said Dick.

Independent Exercise

Practice Book

Practice Book page 20

Using context and
the beginning con-
sonant as clues
to word recognition

LESSON 6

1. Have the pupils complete this sentence. (Encourage them to give several possible answers, e.g. *lake, sea, river, ocean*.)

Jack saw a boat on the _____.

Supply the beginning consonant of the missing word and have the sentence completed.
Use in turn l (*lake*), r (*river*), s (*sea*).

2. Repeat this with:

See the little animal.

It is a _____. (m - mouse; c - cat; r - rat)

Comment that when we are reading and see a word that we do not know, very often both the meaning of the sentence and the beginning letter help us to decide what it is.

3. Write these sentences on the chalkboard. Have the pupils identify the underlined word in each. Discuss the clues used.

a) Father put the car in the garage.

b) A bird lives in a cage.

c) A king lives in a palace.

d) A dog ran down the road.

e) I will play a game with you.

Review —
using context
clues

LESSON 7

1. To recall the use of meaning clues and the beginning letter to identify an unknown word, have the pupils complete the following sentences.

a) John can ride in his new w_____.

b) The wagon was a birthday g_____.

2. Write the following groups of sentences on the board, underlining the words as indicated.

Tell the pupils (1) that the two underlined words in each group will likely be unknown; (2) that they should decide what the first word is and it will help them with the second.



Remind the pupils that if the unknown word is at the beginning of the sentence, they should read the whole sentence. This will help them to decide on the right word.

Allow ample time for silent reading. Give help if necessary with words that are not underlined.

Have each group of sentences read orally. Discuss the clues used to identify the underlined words.

a) A mouse is an animal.

A mouse is a little animal.

An elephant is a very big animal.

c) Don is very, very sick.

The doctor came to see him.

He sent him to the hospital.

b) The boys and girls are in the band.

It is a play band.

They are marching down the street.

Bill said, "Left, right! Left, right!"

Using
context clues
to identify
unknown words

LESSON 8



Pupils will learn how to use context to help them identify words only if they are taught *how*. This is another of the lessons designed to teach pupils this most important skill. But this same kind of direction should be used *whenever* the pupils encounter unknown words in *any* reading.

Pupils use
Practice Book
Page 37

THE PONY RIDE

1. Sam and Jimmy went to visit Grandfather.
"I want to ride on the pony," said Sam.
"I will help you up," said Grandfather. "Put your foot on my hands."

2. Away went the pony at a trot.
"Go faster, pony," said Sam.
Faster and faster galloped the pony. Sam held on with both hands. Round the yard they went. Round and round.

3. Sam was getting dizzy.
"Stop, pony, stop!" shouted Sam.
But the pony kept on galloping.
"Please make him stop, Grandfather," shouted Sam. "I'm afraid I'll fall off."

4. "Whoa, Dan, whoa!" called Grandfather, and the pony stopped running.
"The pony wouldn't stop for you because you didn't know the right word to say," said Grandfather.
"And you didn't know his name," said Jim.

Have the pupils read the selection a section at a time. Before they read tell them to try to figure out any word, but not to ask. If they can't get the word, they should finish the section anyway. When each section has been read, have the underlined words identified, if the pupils know them, and discuss how they knew what they were. If they don't know the word, guide them by questioning until the word is identified. Be sure that the pupils combine their knowledge of letters and sounds with the meaning.

Some suggestions for guiding the pupils' thinking follow:

visit	Where did the boys go? What do we call it when we go to someone else's home? How do you know this is the right word? (initial letter - v)
pony	Picture context
foot	Read the sentence without this word. What is Grandfather going to do? How could he help Sam get up? What could Sam put on Grandfather's hands? How do you know this is the right (or wrong) word?
trot	Phonetic analysis: <u>tr</u> -blend, substitution, <i>not</i> .

galloped	Which word tells us how ponies run very fast? Which letters help you?
held on with both hands	Picture and phonetic clues.
dizzy	Where were they riding? How do you feel when you go round and round?
shouted	Phonetic clues — <u>sh</u> Is Sam frightened? How would he talk?
galloping	Structural analysis: from <i>galloped</i> , identify root word, add <u>ing</u> .
afraid	Read the rest of the sentence. Which word fits the meaning? How did you know the word wasn't <u>scared</u> ?
whoa	Which word do people use to tell horses to stop?

Using context
clues—
familiar situation
as a clue to
word recognition

LESSON 9

Pupils have had much practice in using the context to help in attacking unknown words. In this lesson the unknown word is related to a familiar situation.

Pupils use
Practice Book
Page 56 (top)

Have the pupils read each paragraph and identify the underlined word. Discuss the clues that were helpful in identifying it.

- That is not a bike.
It has three wheels.
It is a tricycle.
- You went to the circus and
saw many animals.
I did not go to the circus
but I saw many animals too.
I went to the zoo.
- Jerry will not ride on a horse.
He thinks a horse is too big.
He wants to ride on a pony.
- Mary's family live in a house.
Ted and his family do not live in a house.
They live in a building where many other
families live.
They live in an apartment.

Using
context clues—
unknown word
contrasted with
known word

LESSON 10

In this lesson the unknown word is contrasted with a known word.

Have the pupils read each short selection and identify the unknown word, if possible.
Discuss with the pupils the context clues that helped them to identify the unknown word.

Pupils use
Practice Book
Page 58 (top)

- | | |
|---|---|
| <p>1. I live on a farm.
I don't live in the city.
I don't live in a town.
I live where there are many trees and open fields.
There are not many houses.
I live in the <u>country</u>.</p> | <p>3. The witch has a long nose.
She has red eyes and brown teeth.
Her hair isn't shiny.
The witch isn't pretty.
She is very <u>ugly</u>.</p> |
| <p>2. A cat, a dog, and a cow are tame animals.
But bears and lions are <u>wild</u> animals.</p> | <p>4. That isn't Carol's dog.
That is an old, old dog.
Carol's dog is <u>young</u>.
It's a puppy.</p> |
-

Using
context clues—
unknown word
is defined

LESSON 11

In this lesson the unknown word is defined.



Work through the paragraphs *with* the pupils, discussing, helping, and clarifying. Pupils will learn to use the context only as they are taught. Encourage the pupils to use their knowledge of phonics to check their choice of word.

Pupils use
Practice Book
Page 60 (top)

1. The three bears lived in a little house in the woods. They lived in a cottage.
2. Trains! Cars! Planes!
Going here, going there. Taking people to many places. There are many ways to travel.
3. Mrs. Black lives beside Tom.
Her house is next to his. She is his neighbor.
4. Two little pigs didn't like to work. They wouldn't make their beds. They wouldn't clean the house. They just wouldn't do a thing. They were lazy.
5. A trunk is like a big box. We put our clothes in it. We take it with us when we travel. But we can't carry it. It's too heavy.

LESSONS 12-55: PHONETIC ANALYSIS

Review — **LESSON 12**
 visual-auditory
 perception of
f, m, b, t

1. Sketch on the board a *fish*, a *mitt*, a *boat*, and a *tent*.

Prepare f, m, b, t letter cards.

Have the pupils say the name of each picture. Have the letter on each card identified and matched with the picture whose beginning sound is represented by that letter.

Have the pupils say each word again. Tell them to pay attention, as they say *the word*, to the way in which the sound is formed — the position of lips, tongue, and teeth.



However, do not encourage pupils to try to pronounce in isolation the sounds represented by consonant letters. Attempting to produce one sound alone distorts the sound as heard in a word in combination with other sounds. Thus it may be a hindrance rather than a help in word perception.

2. Prepare word cards for the following words:

fast	make	baby	table
find	Mary	ball	Ted
fire	Mike	bed	to
for	mother	because	Tom
fun	my	big	toy
		book	
		boy	

Distribute the cards to various pupils. Have each pupil identify the word on his card and its beginning letter. Then have the cards placed under the appropriate key word on the chalkboard. The following pattern is suggested: "*find*. *Find* begins with f. *Fish* begins with f."

3. Write the following couplets on the chalkboard. Have the pupils read them and supply the missing word that begins with the letter indicated. If you think the pupils will have difficulty in reading, read the couplets to the pupils and have them supply the rhyming word.

bake	a) Mother will b_____
	A chocolate cake.
told	b) The boy was t _____
	Not to be bold.
bit	c) Jane liked to sit
	And think a b_____.
fat	d) Jonathan's cat
	was very f_____.
far	e) We drove very f _____
	In Father's new car.

back

f) It went down the track
And then came right b ____ .

must

g) You always m ____
Eat the crust.

consonant
substitution

4. Write the following sentences on the chalkboard. Have the pupils read them. Pupils should be able to figure out the underlined words by using initial consonant substitution (or addition) in known core words. The core word is given in brackets after the sentence for your convenience. Have the pupils explain how they recognized each underlined word.

- a) I will play in the band. (and)
 - b) I took a book to school. (book)
 - c) Will we see the town? (down)
 - d) Dad put up the tent. (went)
 - e) Take the ball to Pat. (make)
 - f) I made a bun for fun. (run)
 - g) The tall boy will fall down. (all)
-

Visual-auditory
perception of
f, m, b, t in
the medial and
final positions

LESSON 13

1. Say the words *bad, bed, boy, bug, Benny*.

Ask the pupils what sound they hear at the beginning of the words (*the b-sound*).

Say the words *web, tub, rib, cab*.

Ask the pupils what sound they heard at the *end* of the words (*the b-sound*).

Now ask the pupils to listen as you say the following words and be able to tell where they hear *the b-sound* (in the middle):

ribbon, rubber, cabbage, scribble, goblin.

Write the words on the chalkboard. Have the pupils repeat each word, again paying attention to *the b-sound* and the way in which it is formed. Have the letter b underlined in each of the words. Have the pupils note that *the b-sound* can occur at the beginning, in the middle, and at the end of words.

Repeat the above procedure using the following words:

*the f-sound: fawn, fast, fun, for
sniff, hoof, cuff, life
muffler, safety, surface, traffic*

*the m-sound: mat, made, mother, master
room, came, dream, him
hammer, family, cement, chimney*

*the t-sound: tap, today, ten, toe, tail
that, root, seat, secret
butter, better, rattle, metal, kettle*

2. Read the following sentence slowly. Ask the pupils to identify the words in which they hear the f-sound. Write the words on the board and have the pupils note the position of the f-sound in each.

- a) The calf liked to sniff the puffy mushrooms in the field.
Continue this procedure using the following sentences for the sounds represented by t, m, and b.
- b) The fat cat had her toast with a little bit of butter.
- c) The mother camel came right up to the man.
- d) Robert grabbed the rubber crab and put it in the bathtub.

substitution
of the final
consonant

3. Write the word *run* on the board. Have the word identified. Erase the final n and substitute b. Have the new word (rub) identified. Continue the substitution with the letters m, t, and ff, to make the words *rum*, *rut*, *ruff*.

Continue the exercise using the following words:

big — bib, bit
can — cab, cat
did — dim
had — hat, ham
like — lime, life
bed — bet
boot — boom

Write sentences using the new words on the board to check pupils' ability to recognize the new words.

Independent Exercise

Practice Book

Practice Book page 3

Visual-auditory
perception of z

LESSON 14

1. Write on the chalkboard:

The zebra in the zoo zipped out of his cage.

in the initial
position

Read the sentence emphasizing and underlining *zebra*, *zoo*, *zipped*.
Have the pupils repeat the three words orally paying attention to the z-sound.

Say: "The sound that we hear at the beginning of these words is the z-sound. The letter z stands for the z-sound."

Have the pupils circle the letter z in each word.

2. Have the pupils listen to the following groups of words and note the ones that begin with the same sound as zebra.

a) zipper	b) zest	c) zero	d) meal
said	best	zoom	zigzag
zoo	rest	was	zone

Write each of the z-words on the board and have the pupils underline the letter z in each.

3. Have the pupils answer the following riddles with a word beginning with *the z-sound*.

zebra
zero
zipper
zoo

- It has black and white stripes.
- What is the name of this numeral – O? (Write the numeral on the board.)
- It slides up to close your coat.
- A place where wild animals live in cages.

in the medial
position

4. Say the words: *lazy, puzzle, razor, blazer*.

Write the words on the board.

Have the pupils say the words and decide where they hear *the z-sound*.

Have the letter z underlined in each word.

in the final
position

5. Repeat the above procedure with the following words, making sure that pupils note that *the z-sound* occurs at the end of these words:

fuzz, size, sneeze, breeze, freeze

words in
context

6. Read the following sentences. Ask the pupils to listen for the words in which they hear *the z-sound* and be able to give the word and tell where the sound is.

As the pupils give the words, write them on the chalkboard.

- The lazy boy likes to snooze in the morning.
- The store did not have the right size blazer.
- When the wizard sneezed, we felt a breeze.
- Father bought one dozen razors.
- The fuzzy coat had a broken zipper.

Independent Exercise

Visual-auditory
perception of
the z-sound
represented by
the letters s and z

LESSON 15

1. Say the words *freeze*, *size*, *buzz*. Write them on the board. Have the pupils note that the words all have the z-sound at the end and that the sound is represented by the letter z.

Say the words *choose*, *nose*, *was*, *because*.

Ask the pupils what sound they heard at the end of these words.

Write *choose*, *nose*, *was*, *because* on the board. Have the pupils note that the words end with the same sound as *freeze*, *size*, and *buzz* but the written word ends with a different letter. Guide the pupils to the generalization that the z-sound is sometimes represented by the letter z and sometimes by the letter s.

2. Write the words *cousin*, *music*, *visit*, and *Thursday* on the board. Have the pupils pronounce the words, and identify the z-sound. Tell them that the z-sound in the middle of words is often represented by the letter s.

3. Write the following sentences on the board:

- a) My cousin was playing with his puzzle.
- b) Joe had his nose frozen in the blizzard.
- c) I would like raisin pie for dessert, please.
- d) The lazy lizard closed its eyes.
- e) Mother's present was a dozen roses.
- f) The water ran from the nozzle of the hose.

Have the pupils:

- read each sentence;
- underline all the words in which they hear a z-sound;
- note whether the z-sound is represented by s or z;
- note the position of the z-sound in the words.

4. Other words that can be used for practice are:

busy weasel	Santa Claus
closet	amuse
desert	noise
museum	news
pansy	praise
pleasure	twins
president	these
reason	excuse
	ourselves



Note that the z-sound is never represented by s at the beginning of words.

Independent Exercise

Review –

LESSON 16visual-auditory
perception ofc (k-sound), l, p

1. Write the letters c, l, p on the board. Space them well apart. Have the pupils give answers to the following riddles. As they give a word, have them think of the beginning sound and tell under which letter on the board you should write the word.

Write the words under the letters that represent the beginning sounds.

camel
lettuce
pen
parrot
candles
lamb
legs

- a) It lives in the desert. It has a hump on its back.
b) It is green and leafy. We eat it in salads.
c) We use it to write with ink.
d) It is a bird that likes to talk.
e) We put them on top of a birthday cake.
f) It is a baby farm animal. When it gets big, we use its wool.
g) They are part of our bodies. We use them to walk and to run.

2. Have pupils give other words that start with the same beginning sounds as *cat*, *lay*, and *pet*. List each in the appropriate column on the board.

initial
consonant
substitution

3. Write the following sentences on the board and have them read.
Have the pupils tell how they recognized the underlined words.
(The known word in which the first letter can be substituted is given in brackets for your convenience.)

- a) Look at Mother cook. (book)
b) Let me see your new pet. (get)
c) May I pat your cat? (at)
d) Where is my coat? (boat)
e) The lame boy came to school. (name)
f) I can pump the water. (jump)
g) There is a lump on my leg. (jump)
h) The lad had a pad of paper. (had)
i) Will you take this pill? (will)
j) Mary will call the dog. (all)
k) Cut the paper, please. (but)
l) Put the lid on the pan. (did)

Independent Exercise

Practice Book

Practice Book page 10

Visual-auditory
perception of
c, l, p in the
medial and
final positions

LESSON 17

Follow the same procedure as in Lesson 13 using the following words and sentences.

1. the p-sound: *pan, pet, pay, peach, panda*
tap, trip, cap, cape, slip
supper, pepper, guppy, people, pupils, papa
- c(the k-sound): *cat, catch, Canada, camp, cart*
magic, picnic
doctor, circle, cocoa, circus, collector

the l-sound: *late, lamb, lesson, lace*
pull, mill, nickel, full, nail
collar, pillow, yellow, helmet

2. Sentences:

- a) We had a super trip up to the camp on our ponies.
- b) For our picnic in the country, we had coconut cake and chocolate cookies.
- c) Jill liked the large colored balloon that Gail gave her.

Independent Exercise

Practice Book

Practice Book page 12

Review —
 visual-auditory
 perception of
l, n, d, g

LESSON 18

1. Write the letters r, n, d, g on the chalkboard.

Say the following words and have the pupils tell you with which letter each begins. Write the words under the correct letters on the board. Then have the pupils repeat each word softly.

dog, gave, rain, nine, gun, desk, now, ring

2. Have the pupils give other words that start with the same beginning sounds as those on the board. Write each in the appropriate column. Read each column and underline the beginning letter of each word.

initial
 consonant
 substitution
 dock

nail

gas

river

3. Read the following riddles and have the pupils give the answers:

a) I am thinking of a word that begins with the same sound as *dog* and that rhymes with *lock*. Boats are tied to it.

b) I am thinking of a word that begins with the same sound as *nine* and that rhymes with *pail*. It is hammered into wood.

c) I am thinking of a word that begins with the same sound as *gun* and that rhymes with *pass*. We put it in a car to make the car go.

d) I am thinking of a word that begins with the same sound as *race* and that rhymes with *liver*. It is a large stream.

4. Write the following sentences on the board and have them read. Pay particular attention to the way in which the pupils attack the underlined words.

- a) Nan and Dan ran home.
- b) My dad had a new rake.
- c) There is a dent in the car.
- d) What is the name of the game?
- e) I have a new dump truck.
- f) The little bird was gay.

Visual-auditory
perception of
r, n, d, g
in the medial
and final
positions

LESSON 19

Follow the same procedure as outlined in Lesson 13 using the following words and sentences.

1. the r-sound: *rose, red, road, ring,*
door, tire, spur, star
siren, yarn, during, storm
- the n-sound: *nest, night, noise, net,*
man, line, pen, moon
honey, minute, bunny, hornet
- the d-sound: *day, dip, dance, desk,*
mad, head, cloud, cold
riding, ladder, idea, garden
- the g-sound: *give, gas, get, garden,*
big, fog, bug, plug, flag
sagged, forget, finger, bugle, angry

2. Sentences:

- (r) a) The bear liked to rest by the river and eat carrots.
(n) b) Helen and Nora ate popcorn in the afternoon.
(d) c) The red deer danced in the middle of the dandelion patch.
(g) d) The pig played a game with the goat again.

substitution
of the final
consonant

3. Use such words as:

<i>run</i>	—	<i>rug</i>	<i>bed</i>	—	<i>beg</i>
<i>bit</i>	—	<i>bin, big, bid</i>	<i>bad</i>	—	<i>bag, ban</i>
<i>did</i>	—	<i>din, dig</i>	<i>gas</i>	—	<i>gag</i>
<i>like</i>	—	<i>line</i>	<i>lot</i>	—	<i>log</i>
<i>work</i>	—	<i>word</i>	<i>rap</i>	—	<i>ran, rag</i>

Independent Exercise

Practice Book

Practice Book page 16

Visual-auditory
perception of
y (consonant)

LESSON 20

yellow
yolk
yesterday
yawn

1. Ask the following questions. Write the answers on the board.

- a) What color is a dandelion?
- b) What is the yellow part of an egg called?
- c) When did we (name an activity of the previous day)?
- d) What do you sometimes do when you're sleepy?

yes
you
your

2. Write these words from the pupils' core vocabulary: *yes, you, your*.
Have both columns of words read aloud.

Say: "Your, yellow, yolk, yesterday, yawn, begin with the letter y. You hear the y-sound at the beginning of each."

3. Have the pupils listen for words that begin with *the y-sound* as you say the following sentences.

- a) Young children yawn if they stay up late.
- b) Every year your mittens are made from yellow yarn.
- c) Yesterday you lost the yardstick.

Write the sentences on the board and have all the words that begin with y underlined.

Review —
visual-auditory
perception of
h, w, j, k, y

LESSON 21

1. Place h, w, j, k, y letter cards on the chalkboard ledge.

Say the following pairs of words.

After each pair is pronounced, have a pupil choose the letter card that represents the initial sound of the words. Have the pupil say the words.

hay	web	key	jam	you
hot	wool	kite	joy	yet
jeep	yet	weep	kept	hen
jar	yard	walk	kitten	hug

2. Hold up a letter card. Have pupils give words that begin with the sound represented by that letter.

consonant
substitution

3. Write the following words on the board: *car, yet, barn, corn, hear, fellow, sat, and sing*. Have the pupils use the letter cards to substitute a letter for the beginning consonant of one of the above words, to make a word that tells:

yarn
jet
year
yellow
horn
king
jar
hat

- a) Your mother uses it for knitting.
- b) You ride in it. It goes very fast through the air.
- c) It has twelve months.
- d) A pretty, bright color.
- e) A deer has some on its head.
- f) Someone who wears a crown on his head.
- g) Where you keep jam.
- h) What you put on your head.

Independent Exercise

Visual-auditory
perception of
ch in the initial
position

LESSON 22

1. As you say each of the following words, have the pupils say it softly after you:

chair	chimney	chocolate
children	chain	chalk
chicken	chase	choose

Ask the pupils what they noticed about all of these words. (All begin with the same sound.)

2. Write these words on the chalkboard and have the pupils say each after you:

children	chalk	chain
chair	chin	
chicken	chill	

Have the pupils note that all the words sound alike at the beginning and that each starts with the same two letters. Have them identify the letters and as you underline the ch in each word, tell them that the letters ch in a word usually stand for the sound heard at the beginning of these words. Identify this as the "c-h" sound.

Have the pupils give other words that begin with the ch-sound.

3. Say the following groups of three words. The pupils tell which words begin with the ch-sound.

a) cherries	b) chase	c) crust	d) chief
shower	cheese	children	chart
chop	thumb	chalk	short

You might want to write some of the words on the board and have pupils circle the ch in each.

ch at the end
of words

4. Have the pupils identify the ch-sound as you pronounce the following words:

march	much	which
peach	teach	

Write the words on the chalkboard and have the ch underlined as a pupil pronounces the word.

using ch in
consonant
substitution

5. Have cards available on which w, t, ch, r, h are printed. Write the following words on the board and have them identified:

walk	in	rain	chair
------	----	------	-------

walk
chalk

in
chin

chair rain
hair chain

Say: "When I write on the board, I use chalk. Which word on the board sounds like chalk except at the beginning?" Then ask a pupil to choose the card that has the letters that stand for the sound at the beginning of *chalk*. Ask him to show how the word *walk* can be changed to the word *chalk*.

Continue in this way with the other groups of words (and others, if your group needs the practice — e.g. *hop - chop; chop - mop; talk - chalk; how - chow; mild - child*.)

Independent Exercise

Practice Book

Practice Book page 22

Additional Exercises

1. Write the following words on the board:

Visual-auditory
perception of
the ch-sound

chicken	shin	chop	checkers
peach	chest	thank	chocolate
car	chase	chair	much
chief	which		climb

Have the pupils cross out words in which there is no ch.

Give the following sentences orally. Have the pupils repeat the ch word used in the sentence. Some may be able to identify the written word on the board. Encourage them to do so.

- a) We had *chicken* for dinner.
- b) How *much* did the book cost?
- c) Dogs like to *chase* rabbits.
- d) The Indian *chief* has a bow and arrow.
- e) *Which* boy is whistling?
- f) I like *chocolate* cake best of all.
- g) The *peach* tree has beautiful flowers.
- h) I have a *chest* for my toys.
- i) My dad will *chop* the wood.
- j) Goldilocks sat in Baby Bear's *chair*.
- k) Do you like to play *checkers*?

auditory
perception of
the ch-sound

2. a) Have pictures of the objects listed below (or similar ones). As you hold up a picture, the pupil identifies it and indicates whether the word has the ch-sound and where he hears the sound. If it has this sound, have the pupil use the word correctly in a sentence. (This exercise can be adapted easily to a team game or to individual seatwork.)

chair	cherries	checkers
chimney	cheese	chart
chocolate bar	church	chops
peach	chalk	chief
ship	shadow	shamrock
shovel	sheep	shell
shower	wheel	whistle
whip	thimble	thermometer
thread		

b) Place all the picture cards on the chalkboard ledge. Have the pupils make up simple riddles. Other pupils pick out the picture (or pictures) that answers the riddle.

For example, "I am good to eat. I have the ch-sound at the beginning of my name." (cheese, chocolate, cherries, chops).

Visual-auditory
perception of sh
in the initial
position

LESSON 23

1. As you say each of the following words, have the pupils repeat it softly after you:

she	shoe	sheep
ship	shell	shine

Establish the idea that all these words begin with the same sound.

2. Tell the pupils that you will give them some riddles. The words that answer the riddles begin with the same sound that they hear at the beginning of *she* and *ship*. As they give the answers, write the words on the board.

shoe	a) You wear it on your foot.
ship	b) It sails in the water.
shovel	c) You use it in the garden, in the snow, and on the beach.
shells	d) You find them on the beach.
shoot	e) What do you do with a gun?
sheep	f) We get wool from this animal.
sheets	g) They are on my bed.

Have the pupils note that all the words begin with the same sound and the written words with the same letters. Have them identify the letters. As you underline the sh in each word, tell them that the sound represented by these letters is the "s-h" sound.

3. Have the pupils give other words that begin with the sh-sound.

Say the following groups of three words. Have the pupils tell which words begin with the sh-sound.

a) chore	b) shut	c) stand	d) sheet
shore	skip	shoot	cheat
should	slip	shake	shall

sh at the end
of words

5. Have the pupils identify the sh-sound as you pronounce the following words:

hush	wash	wish
splash	mush	fish

As you rewrite the words on the board, have a pupil say the word and underline the letters sh.

using sh in
consonant
substitution

6. Have cards available on which s, m, t, sh are printed. Follow the same procedure as outlined in Lesson 22, part 5, using the following words:

not	my	shake	shop	in
shot	shy	make	mop	shin
		take	top	tin

7. Write the following sentences on the chalkboard and note the pupils' ability to use word attack skills to figure out an unknown word:

shy (my)

a) She was a shy little girl.

shake (make)

b) She will shake the mop.

mop (hop)

shot (not)

c) The shot hit his shin.

shin (in)

ship (context, sh)

d) The ship is on the lake.

Independent Exercise

Practice Book

Practice Book page 24

Additional Exercises

1. Have the pupils provide rhyming words that begin with the sh-sound. The following words could be used:

boot (shoot)

well (shell)

flower (shower)

blue (shoe)

more (shore)

harp (sharp)

bed (shed)

but (shut)

would (should)

lip (ship)

mine (shine)

me (she)

2. Adapt the game "I packed my trunk, and in it I put _____" to words beginning with the sh-sound. For example, you might say: "I am going on a trip and I am going to take some sheets. You can come too, if you bring something whose name starts with the same sound as sheets." This game can be cumulative or not, according to your judgment of the pupils' abilities.

3. You might have the pupils collect pictures of words beginning with sh and make picture cards to be used in activities similar to those in Lesson 22.

The picture cards could be used in the game suggested in Exercise 2.

4. Write the following sentences with blanks on the board (or mimeograph them.) Beside the sentences write the words and sketch beside each a sample picture that identifies the word. Have the pupils choose the correct word to complete the sentence and have them either write the word in the sentence or give the answers orally.



ship



shoe



shovel



shirt



shadow



sheep



sheets

a) She has a _____ on her foot.

b) She plays with a _____ in the sand.

c) I see a _____ on the water.

d) When I run, my _____ runs too.

e) There are white _____ on the farm.

f) I wear a blue _____.

g) There are white _____ on my bed.

LESSON 24

Review —
visual-auditory
perception of *the*
ch-and *sh*-sounds

Say the following pair of words:

ship
chip

Have the pupils note that they sound almost alike, but not quite. Have them use each in a sentence to demonstrate that a very small change of sound indicates a totally different word.

Have the pupils pronounce them softly and direct them to be aware of the difference in the way the sounds are made.

Repeat with the following pairs of words:

chore	shop	chin	sheep	chip
shore	chop	shin	cheep	ship

Write the first word in each pair on the board. Have pupils write a new word under each by replacing the beginning letters with either ch or sh. Have them use the new words in sentences.

Additional Exercises

1. If you had picture cards for Lessons 22 and 23, you can use them here for review. For example, put sh at the head of one column and ch at the head of another. Have pupils choose a picture card, identify it orally, and then place it under the correct letter heading.

This exercise can be adapted for individual work at a desk, with sh and ch cards on either side of the desk.

2. Prepare cards with ch on one side and sh on the other. As you say words beginning with these sounds (be sure to use occasionally words beginning with sounds other than these) the pupils hold the card so that the correct letters face you.

3. Choose several picture cards (or sketch pictures) and put them on the chalkboard ledge. Have the pupils write ch or sh over the appropriate cards.

LESSON 25

Visual-auditory
perception of wh

1. Have the pupils listen as you pronounce *white*. Tell them to listen for other words that have the same beginning sound as *white*. Read or say the following short story, emphasizing very slightly the underlined words:

where
what
why
when
whisper

Ted heard his mother calling. She said, "Where are you, Ted? What are you doing? Why don't you come when I call?" Did Ted's mother whisper?

Have the words identified. Pronounce each word again. Have the pupils repeat each after you. Instruct them to pay attention to how their lips and mouths feel as they make the initial sound.

Write the same group of words on the board and identify the letters that represent the "w-h" sound.

2. Ask the pupils to answer the following riddles with words that begin with the wh-sound.

As the pupils give the answers, write them on the board. Pronounce the word and have the whole class say it after you.



Continue drawing the attention of the pupils to the way in which the sound is made. It is important that pupils become *aware* of the sounds in our language and of the differences (very generally) in the way in which the sounds are formed. However, sounds represented by the consonant letters should never be pronounced in isolation. This distorts the sound and thus often hinders, rather than helps, word perception.

wheels
white
whistle
whisper
wheelbarrow

a) A wagon has four of them. They are round.

b) It is a color.

c) You blow on it and make a loud noise.

d) Such quiet talk that you can hardly hear it.

e) It has one wheel.

It has two handles.

Your dad carries things in it.

f) A big animal that looks like a fish and that lives in the sea.

g) The hair that grows on a man's face.

whale
whiskers

hearing the
wh-sound

3. Say the following pairs of words. Have the pupils choose the word that begins with the wh-sound and indicate their choice in some way.

a) wig
white

b) while
win

c) wing
wit

d) went
where

e) wagon
wheel

f) why
will

g) whip
when

h) wheat
walrus

Additional Exercises

1. Write the words and sentences on the chalkboard (or mimeograph them). Have the pupils choose the correct word for the blank and give it orally (if an oral exercise) or write it in (if a written exercise).

why

when

where

what

a) Snow is white.

b) I want to know _____ it is white.

c) I do not see snow now.
_____ will I see snow?

d) There is no snow here.
_____ will I find snow?

e) You have something white.
_____ is it?

LESSON 26

Visual-auditory
perception of th—
the voiced sound
in the initial
position

1. Direct the pupils to listen for the first sound in the word as you pronounce *they*.

Have the pupils pronounce it after you, paying attention to the way in which the first sound is formed.

Direct the pupils to listen for other words that begin with this sound as you read the following:

the	that
then	there
they	these
this	than

The children jumped down. Then they ran this way and that way. There was so much to see. Someone said, "These leaves are pretty. They are prettier than green ones."

Write the words on the board as the pupils give them. Pronounce each and have the pupils pronounce it after you. Identify the letters that represent the first sound by underlining the th in each word.

th (voiced)
in the medial
position

2. Write these words on the board. Pronounce each word and have the pupils say it softly after you. Underline the th combination in each word. Note that this th-sound is found in the middle of words.

bathing	gather
clothing	leather
feather	mother
father	rather

LESSON 27

Visual-auditory
perception of th—
the unvoiced sound
in the initial
position

1. Pronounce the words *thin*, *thank*, *thing*. Have the pupils pronounce each after you.

As you read the following sentences, have the pupils identify the words that have the same beginning sound as *thin*.

- a) I think thunder is fun.
- b) A thief took some thread and three thimbles.
- c) Thistles are thick in a garden.

in the final
position

2. Write *thin* on the board. Underline the th. Tell pupils to listen, as you say these words, for the sound represented by th as in *thin*.

bath	month	south
birth	moth	path
earth	north	fourth

Note that this th-sound occurs sometimes at the ends of words.

distinguishing
the voiced and
unvoiced th-sounds

3. Write *thin* and *they* on the board. Pronounce each and have the pupils pronounce it after you. Distinguish the two sounds represented by the letters th. Be sure that the pupils understand that th can stand for the sound as heard at the beginning of *thin* or that at the beginning of *they*.

Write *thin* and *they* on the board so that you can build two columns of words. As you pronounce each of the following words, have the pupils repeat it and then decide whether the sound represented by *th* is the same as that in *thin* or that in *they*. Write the word in the appropriate column. (The underlined words below are those with the unvoiced sound; they will be written under *thin*.)

thimble
then
thermometer
thistle
than
thick
thirsty
thought
thunder

this
that
thumb
them
thing
those
three
Thursday

thank
there
thief
thread
these
think
though
threw
throat

use th in
consonant
substitution

4. Use the following pairs of words in teaching consonant substitution:

can	cat	think	ring	pick
than	that	pink	thing	thick

You might want to present this exercise in sentence form.
Suggested sentences:

- a) I can run faster than you can.
 - b) That is my cat.
 - c) A pink dress is pretty, I think.
 - d) What is the thing that can ring?
 - e) Can you pick up the thick stick?
-

Review —
visual-auditory
perception of ch,
sh, wh, th

LESSON 28

1. Write the following sentences and words on the chalkboard (or mimeograph them).
Have the pupils identify the word that completes each sentence correctly.

thin

- a) One man is _____ and one is fat.
chin shin thin

shy

- b) The new girl is _____.
my why shy thy

That

- c) This ball is big. _____ one is little.
chat that what

- chips

d) When you chop wood you get _____.
ships chips whips
- shine

e) The sun will _____ today.
shine thine whine
- chalk

f) The _____ is white.
walk chalk talk
- whittle

g) Joe can _____ the stick to make a toy gun.
little white whittle
- chill

h) The wind will _____ the little boy.
chin chop chill
- shot

i) Joe _____ the lion with his gun.
shot shop ship
- ship

j) Can you draw a big, big _____?
shy ship shake

Independent Exercise

Practice Book

Practice Book page 31

Additional Exercises

For pupils who need extra practice in *hearing* the sounds represented by these two-letter consonant symbols, you might use the following ideas, or adapt any of the previous exercises.

1. Sound Bingo

Direct the pupils to fold a piece of paper into 16 squares (or have the form mimeographed). Have them write ch, sh, wh, th, in each of the squares in random order. They will need a number of small squares or markers of some kind. As you say words that begin with one of the four sounds, pupils cover the letters that represent that sound. Adapt the rules to the ability of your pupils.

2. Have the pupils contribute sentences that contain words in which any of the four sounds are heard. Write the words on the board and have the letters that represent the sound either circled or underlined.

Visual-auditory
perception of
s blends
(st, sl, sm, sp)

LESSON 29

stair
stand
stove

1. Write the letter s on the board. Have the pupils give three words that begin with s.

Write the words on the board. Underline the letter s in each word.

2. Pronounce the words, *stair*, *stand*, *stove*. Have the pupils repeat them, and note that they sound alike at the beginning. Write the words on the board. Underline the st at the beginning of each word. Have the pupils listen for the s-sound and the t-sound as you repeat the words.

Have the pupils give more words that begin with the st-sound.

(star, steam, store, stocking, steel, stable, steak, stamp, etc.)

3. Continue the same procedure to develop the sl, sm, and sp blends.

Suggested words:

a) slipper	sleep	slight
slow	sled	slip
slide	sly	slid
b) smile	smart	smash
smoke	smooth	smell
small	smock	Smith
c) spot	spout	spoke
spark	spare	spank
speak	spice	spin

use the e blends
in substitution
may
say
stay

4. Put s, st, sl, sm, and sp letter cards on the chalkboard ledge.

Write *may* on the board.

Have a pupil cover the m of *may* with the correct letter cards to form *say* and *stay*.

Write the following words on the board: *did*, *went*, *will*, *my*, *jump*, *ball*.

Using the same procedure as for *may*, have a pupil use the correct word and letter card to form new words.

did my
slid sly
sty
went spy
sent
spent jump
stump
will
still ball
spill stall
small

Independent Exercise

Visual-auditory
perception of
r blends
(tr, br, fr, dr, gr)

LESSON 30

tr

1. Write on the board *run, rake, red*. Have the words read and the letter r identified. Have the pupils note that all the words begin with the r-sound.

Have the pupils listen as you pronounce the following words: *tree, train, treat, and trail*.

Write the words on the board. Underline the tr in each word.

Have the pupils listen for the sounds represented by the t and the r as you repeat the words.

Have them note which sound they hear first in each word. Identify the "t-r" sound.

Have the pupils suggest other words that begin with the tr-sound (or with the same beginning sound as *train*).

(trick, travel, truck, tracks, tractor, trailer, trip, trot)

br

2. Pronounce *branch, brave, bread*. Have the pupils repeat the words. Have them listen as you repeat the words, and identify the sound that is combined with the r-sound at the beginning of each. Write the words on the board. Have br underlined in each. Have the pupils contribute other words beginning with the br-sound.

breakfast	bring	brown
brother	break	brush
branch	broom	bridge

3. Use the same procedure to develop the fr, dr, and gr blends.

Suggested words:

fr

a) fruit	frog	free
front	frill	friend
frame	fry	fright

dr

b) draw	drain	drum
dry	drag	drive
drop	dress	dream
		drink

gr

c) grass	great	grow
gray	grand	groceries
green	grip	grain

use the r blends
in substitution

4. Place r, fr, dr, gr, tr, and br letter cards on the chalkboard ledge. Write the following words on the board: *find, make, my, see, look*. Have the pupils choose the correct letter card to cover the beginning consonant of the appropriate word to make a word that

brook	a) means a little stream;
brake	b) tells what you use to stop a car;
tree	c) tells what grows in the forest;
fry	d) tells how your mother might cook meat;
rake	e) means a tool you use in the garden;
try	f) tells what you do when your work is hard;
free	g) tells how your dog feels if you don't tie him up;
dry	h) tells how you should try to keep on a rainy day;
grind	i) tells what you do to wheat to make it into flour.

Visual-auditory
perception of
the l blends
(bl, fl, pl, cl)

LESSON 31

1. Following the same pattern as in the previous lesson, develop the l blends in the following order: bl, fl, pl, cl.

Suggested words:

<u>l</u>	a) lake let laugh		
<u>bl</u>	b) black blue blow	blanket block blouse	bloom blame blind bluebird
<u>fl</u>	c) fly float flower	flat flag flame	flake flight fling
<u>pl</u>	d) play please plum	plane plant plastic	plenty place pliers plate
<u>cl</u>	e) clear clay cluck	cling clip clock	clown class click clam

2. Have the pupils read the following chalkboard sentences. Each of the underlined words can be read by substituting an l blend for the initial consonant of a known word. If the pupils experience difficulty, supply the key words.

may – clay
find – blind
make – flake
down – clown
jump – plump
jump – clump

- Jim can make a cat with his clay.
- The man was blind.
- See the flake of snow fall down!
- The funny clown can make us laugh.
- The little red hen was plump.
- The fox hid in a clump of trees.

Review –
visual-auditory
perception of
s, r, l blends

LESSON 32

1. Write the following blends in a row across the board. (Do not pronounce, or allow the pupils to pronounce them, in isolation.)

st sl tr br fl pl

Have the pupils give two or three words that begin with each of the blends. Write the words on the board.

2. Have the pupils read the following chalkboard sentences and supply the missing words. Context and phonetic clues will control the choice of words.

plants
flowers
frogs

- a) There are many pl_____ in the garden.
There are many fl_____ in the garden.
There are many fr_____ in the garden.

train
plane

- b) I had a ride on a tr_____.
I had a ride on a pl_____.

stockings
blouses
dresses

- c) The girls have new st_____.
The girls have new bl_____.
The girls have new dr_____.

green
blue
brown

- d) Jane's dress is gr_____.
Jane's dress is bl_____.
Jane's dress is br_____.

groceries
bread
spinach

- e) Jack went to buy some gr_____.
Jack went to buy some br_____.
Jack went to buy some sp_____.

Independent Exercise

Practice Book

Practice Book page 35



The next fifteen lessons in phonetic analysis are concerned with vowel sounds. In the program for Grade One, the long and short sounds represented by a, i, o, e, and u are introduced. Auditory perception of the sounds represented by these letters is of great importance. It is suggested that you check very carefully to ascertain whether or not your pupils can discriminate between the *sounds* before introducing the visual representation.

Two generalizations about recognizing the letter representations of these sounds are introduced: (1) if there is but one vowel letter in a word followed by one or more consonant letters, the vowel sound will usually be short; (2) if there are two vowel letters in a word, one of which is final e, the vowel sound is sometimes long, and the e is silent. It is not wise to attempt to have pupils *verbalize* these generalizations. Rather they should be guided to a recognition of them through practice with many words. Because there are many exceptions to these generalizations, it is wise to emphasize exceptions in the lessons.

The first two lessons in this section are set up as a pattern that can be followed while teaching the other lessons. The steps will be numbered and in subsequent lessons (except for review lessons) only lists of words for each step will be given.

Auditory perception of two sounds represented by a (long and short)

LESSON 33

Review with the pupils the meaning of *consonant letters*. You might write on the board words such as:

<i>big</i>	<i>cat</i>	<i>run</i>	<i>go</i>	<i>came</i>
<i>not</i>	<i>make</i>	<i>see</i>	<i>put</i>	

review consonants

Have the pupils identify the words and the letters with which each begins (or ends). Recall that these letters are called *consonant* letters and that they usually have the same sound as they had in these words. Have the pupils name as many other consonant letters as they can.

other sounds

Then tell the pupils that, in all words, they hear at least *one* other sound that is not a consonant sound.

Direct the pupils to listen to the beginning sounds of the following words (pronounce them in pairs):

vowel sounds

<i>at</i>	<i>up</i>	<i>it</i>	<i>on</i>	<i>end</i>
<i>ate</i>	<i>use</i>	<i>ice</i>	<i>old</i>	<i>eat</i>

Comment that the sounds heard at the beginning of these words are called *vowel sounds*. Have the pupils pronounce the pairs of words after you.

Step 1 (Oral):

key words
at
ate

auditory perception of "the vowel of *at*" and "the vowel of *ate*"

Pronounce *at* and *ate*. Have the pupils pronounce them. Ask the pupils if the two vowel sounds are the same. Then tell them that when they hear the same vowel sound as in *at*, they will call it the "vowel of *at*"; when they hear the same vowel sound as in *ate*, they will call it the "vowel of *ate*."

Pronounce the following groups of words. Have the pupils decide whether the vowel sound in all words in each group is the "vowel of *at*" or the "vowel of *ate*."

- | | |
|---------------|---------------|
| a) <i>age</i> | b) <i>cat</i> |
| <i>gate</i> | <i>ant</i> |
| <i>make</i> | <i>Dad</i> |
| <i>came</i> | <i>am</i> |
| <i>take</i> | <i>has</i> |

Have the pupils pronounce the words after you.

Have the pupils indicate in some manner their recognition of the vowel sounds as you pronounce the following words:

- | | | | |
|--------------|-------------|--------------|-------------|
| <i>cane</i> | <i>map</i> | <i>bake</i> | <i>made</i> |
| <i>bad</i> | <i>hand</i> | <i>thank</i> | <i>name</i> |
| <i>fast</i> | <i>tape</i> | <i>wake</i> | <i>last</i> |
| <i>plane</i> | <i>rat</i> | <i>flag</i> | <i>cape</i> |
| <i>plan</i> | <i>tan</i> | <i>game</i> | <i>may</i> |

Step 2 (Oral):

pupils check recognition by giving their own words

Have the pupils give a rhyming word for each of the following (ignore spelling — it is the *sound* that is important in this step):

- | | |
|-------------|--------------|
| <i>cat</i> | <i>skate</i> |
| <i>fast</i> | <i>may</i> |
| <i>hand</i> | <i>take</i> |
| <i>tap</i> | <i>name</i> |
| <i>back</i> | <i>rain</i> |
| <i>bag</i> | <i>made</i> |
| <i>ran</i> | <i>hate</i> |

Step 3 (Oral):

change in vowel sound changes the word

To emphasize that a change in vowel sound indicates a different word, ask:

- a) What do you put on your head — a *cap* or a *cape*?
- b) What helps a man to walk — a *cane* or a *can*?
- c) In what does your mother cook — a *pan* or a *pane*?
- d) What is a father — a *mane* or a *man*?
- e) What is on a horse's neck — a *man* or a *mane*?
- f) What comes from a cloud — *ran* or *rain*?
- g) What does mother wear — a *hat* or a *hate*?
- h) What do you use to catch fish — *bat* or *bait*?
- i) With what do you play ball — a *bait* or a *bat*?
- j) In what can we fly — a *plan* or a *plane*?

LESSON 34

Visual-auditory
perception of two
sounds represented
by a (long and short)

Step 4 (oral and written):

Write *at* and *ate* on the board to form the first words in two columns. As you pronounce each of the words below, have the pupils identify the vowel sound. Write each word under the correct key word. (The words appear here in columns as they will be on the board. It is preferable to give them to the pupils in random order.)



Note that all of the “long a” words end in silent e. Because you are presenting the words visually, it is wise to use only those words that fit this particular generalization. The vowel digraphs (ay, ai, etc.) will be taught in Grade Two.

<u>a</u> t	<u>a</u> te
and	came
fast	late
bat	take
jam	gave
hand	same
last	space
Dad	lake
bad	tame
ran	plane
sang	hate
stand	cake
back	skate

Have the pupils underline the letter in each word that represents the “vowel of *at*” or the “vowel of *ate*”.

identify the
letter a

Identify this letter as the letter a.

introduce the
terms “short
vowel sound,”
“long vowel
sound”

Step 5:

Direct the pupils’ attention to the first column of words. Ask what vowel sound they hear in all of these words. Comment that we call this the “short vowel sound.” Write the following words one at a time in this list and have the pupils read them, and tell what vowel sound they hear (the short vowel sound):

at *had* *sat* *ask* *can*

Proceed similarly with the second column and the “long vowel sound” and have the pupils read these words:

bake *name* *lame* *snake*

generalize the
ways in which
the two sounds
are represented

Step 6:

Direct the pupils’ attention again to the first column. Ask where they see the vowel letter a. Ask what kind(s) of letters follow the letter a (consonants). Help them to generalize that if they see a word with only one vowel letter, a, that is followed by one or more consonants, the vowel sound will *likely* be short.

With the second column, direct their attention to the similarity in the words: the letter a followed by one consonant and the letter e which is silent. Help them to generalize that in this pattern the vowel sound is *likely* to be long.

Step 7:

apply the
generalizations

Apply the generalizations. Erase the two columns. Then write the following words on the board, one at a time. Have them read and have the pupils tell how they knew whether the vowel was long or short.

stake	sad
flake	tap
tape	dam
mane	lad
dame	fan
gave	mask
date	land
state	chat
grade	band
wave	pad
brave	Dan

Step 8:

note exceptions

Because there are exceptions to all generalizations in English spelling, it is wise, right from the beginning to note these with pupils.
Tell the pupils that sometimes words do not sound the way we think they should from the way they look. We just have to learn these words well. Use the following examples:

have was want what

Independent Exercise

Practice Book

Practice Book page 39

LESSON 35



Subsequent lesson plans on the vowels will follow the pattern established in Lessons 33 and 34. Only the words suggested for use in each step are given.

auditory per-
ception of two
sounds represented
by i (long and short)

Step 1:

Key words: *it ice*

auditory
perception of
“the vowel of
it”; “the vowel
of *ice*”

bit	like
did	five
is	line
will	kite
him	side

sit
wife
miss
pipe
is

ride
pink
still
fit
in

fish
spike
nine
this
hi

if
mile
find
dime
bite

Step 2:

pupils check
recognition by
giving rhyming
words

will
big
fit
trick
spin
him
hiss

side
bike
mind
cried
wide
mile
shine

Step 3:

change in
vowel sound
changes the
word

- What will you pay for candy – a *dim* or a *dime*?
 - What does a fish have – a *fin* or a *fine*?
 - What do you fly on a windy day – a *kit* or a *kite*?
 - What does mother use in baby's clothes – a *pin* or a *pine*?
 - What should you do to your shoes – *shin* them or *shine* them?
 - What do you do with a top – *spine* it or *spin* it?
 - What do you like to do when playing a game – *win* or *wine*?
 - The sun is shining. Is it a *fin* day or a *fine* day?
 - Is a Christmas tree a *pin* tree or a *pine* tree?
-

Visual-auditory
perception of two
sounds represented
by i (long and short)

LESSON 36

Step 4:

identify the
letter i

it
did
this
him
his
sit
if
bit
fill
miss

ice
like
side
time
smile
nine
ride
fine
time
bike

use the terms
“short vowel
sound,” “long
vowel sound”

Step 5:

big *tin* *fish* *will*
hide *bite* *mile* *pine*

generalize the
ways in which
the two sounds
are represented

Step 6:

apply the
generalizations

Step 7:

- | | |
|-------|-------|
| hill | kite |
| pink | line |
| stick | dine |
| trick | wife |
| fit | shine |
| hiss | glide |
| pill | spite |
| Tim | pile |
| Bill | hike |
| thin | slide |
| lid | bride |
| spit | |

You may want to have the pupils apply their knowledge of vowel generalizations in reading sentences. Some suggestions are given below. Have them identify the words with the letter i and tell how they knew that the vowel was long or short.

- a) Dick had a *bite* of fish.
It was just a small *bit*.
- b) Can you *pin* the star on the *pine* tree?
Yes, but Tim *hid* the star.
Where did you *hide* it, Tim?

note exceptions

Step 8:

- give live find kind mind*

Independent Exercise

Practice Book

Practice Book page 41



LESSON 37

Review —
visual-auditory
perception of
sounds represented
by a and i

1. Pronounce the following words. Have the pupils pronounce them after you and identify the vowel sounds as short or long.

- | | |
|-------|-------|
| pat | paid |
| pit | hid |
| cane | glide |
| wide | stand |
| gay | gave |
| right | wine |
| rid | tin |

add e to indicate
a change in the
vowel sound
and thus the
word

2. Write the following words on the board one at a time. Have a pupil read the word, then add an e to the word, and read the new word.

- | | | | |
|------|---------|------|---------|
| plan | (plane) | kit | (kite) |
| tap | (tape) | spin | (spine) |
| hid | (hide) | slid | (slide) |
| pan | (pane) | mad | (made) |
| at | (ate) | dim | (dime) |

You may wish to reverse the process, having pupils erase the e, and reading the new word.

substitute
vowels

3. Write each of the following words on the board. Have the word identified, then change the vowel letter as indicated, and have the new word identified.

bit	(b <u>a</u> t)	like	(l <u>a</u> ke)
pan	(p <u>i</u> n)	did	(d <u>a</u> d)
bike	(b <u>a</u> ke)	kite	(k <u>a</u> te)
mane	(m <u>i</u> ne)	dame	(d <u>i</u> me)
sat	(s <u>i</u> t)	glide	(gl <u>a</u> de)
bag	(b <u>i</u> g)	tin	(t <u>a</u> n)
pile	(p <u>a</u> le)	it	(<u>a</u> t)
wade	(w <u>i</u> de)	pine	(p <u>a</u> ne)

Independent Exercise

Practice Book

Practice Book page 43

Auditory

LESSON 38

perception of two
sounds represented
by o (long and short)

Follow the lesson pattern of Lesson 33.

auditory

Step 1:

perception of
"vowel of *on*"
"vowel of *cone*"

Key words: *on cone*

of	cold
box	home
dog	go
lost	old
from	don't

<i>block</i>	<i>won't</i>	<i>hole</i>	<i>hop</i>
<i>rode</i>	<i>gold</i>	<i>no</i>	<i>soft</i>
<i>stop</i>	<i>hot</i>	<i>stove</i>	<i>oh</i>
<i>clock</i>	<i>doll</i>	<i>not</i>	<i>slope</i>
<i>smoke</i>	<i>so</i>	<i>rod</i>	<i>joke</i>

pupils check
recognition by
giving rhyming
words

Step 2:

not	joke
box	told
clock	don't
dog	bone
lost	hole
hop	no

change in
vowel sound
changes the
word

Step 3:

- What does a rabbit do — *hop* or *hope*?
- What do you put in the mail — a *not* or a *note*?
- What did Mary do on her bike — *rode* or *rod*?
- What would you carry in your hand — a *rode* or a *rod*?
- What would you tie in a rope — a *note* or a *knot*?
- What would you do if you wished for a puppy for your birthday — *hop* or *hope*?

Visual-auditory
perception of two
sounds represented
by o (long and short)

LESSON 39

Follow the lesson pattern of Lesson 34.

Step 4:

identify the
letter o

<u>on</u>	<u>cone</u>
of	home
dog	note
not	hole
spot	bone
hop	rode
cot	smoke
block	stone
from	joke

use the terms
"short vowel
sound," "long
vowel sound"

Step 5:

<i>on</i>	<i>not</i>	<i>from</i>	<i>dog</i>
<i>cone</i>	<i>home</i>	<i>hope</i>	<i>coke</i>

generalize the
ways in which
the two sounds
are represented

Step 6:

Step 7:

apply the
generalizations

spot	those
soft	hole
doll	stove
Bob	tone
pot	coke
blot	nose
plot	close
spot	rose
song	

Sentences:

- Ken had the *note* in his hand and *rode* off on his bike.
- The sled slid down the *slope* of the hill.
- Bob *poked* the blocks into the *hole*.
- Stop the dog. That's not his *bone*.
- There is a spot on the *stove*.

note exceptions

Step 8:

<i>old</i>	<i>cold</i>	<i>don't</i>	<i>won't</i>
<i>one</i>	<i>come</i>	<i>love</i>	

Independent Exercise

LESSON 40

Review-
visual-auditory
perception of
sounds represented
by a, i, o

1. In which word do you hear

the short a sound — *bit* *fox* *tan*?
the long o sound — *top* *goat* *pat*?
the long a sound — *take* *time* *tock*?
the short i sound — *pike* *this* *safe*?
the long i sound — *plane* *plan* *wife*?
the short o sound — *told* *soft* *stand*?

If any of the pupils encounter difficulty with this exercise, they would benefit from further practice with this type of exercise.

effect of e on
the vowel
sound

2. Write the following sentences on the board. Have them read and direct the pupils' attention to the change in vowel sound when the silent e occurs at the end of words.

- a) The man carried his *plan* on to the *plane*.
- b) You can *not* write the *note*.
- c) Tim found a pretty *pin* under the *pine* tree.
- d) The lights are *dim* and I can't see my *dime*.
- e) I *hope* the little bunny can *hop* away.
- f) He picked up the *rod* and *rode* off.
- g) Kim said, "I *hate* that old *hat*."
- h) There is some *tape* on the *tap*."
- i) I *bit* into the apple and got a big *bite*.

substitute
vowels

3. Write each word below on the board. Have it identified and then change the vowel letter as indicated. Have each subsequent word identified.

dime	(d <u>a</u> me)	(d <u>o</u> me)	cone	(c <u>a</u> ne)	
big	(b <u>a</u> g)	(b <u>o</u> g)	slap	(sl <u>i</u> p)	(sl <u>o</u> p)
lost	(l <u>a</u> st)	(l <u>i</u> st)	spice	(sp <u>a</u> ce)	
tame	(t <u>i</u> me)	(t <u>o</u> me)	tip	(t <u>o</u> p)	(t <u>a</u> p)
poke	(p <u>i</u> ke)		mass	(m <u>i</u> ss)	(m <u>o</u> ss)
spat	(sp <u>o</u> t)	(sp <u>i</u> t)	mole	(m <u>a</u> le)	(m <u>i</u> le)

pupils use
their knowledge
of how vowel
sounds are
represented

4. Write each of the following words on the board. Have the pupils decide whether the vowel letter likely represents the long sound or the short sound. Then write the accompanying sentence and have it read.

<i>rob</i>	Did the bluejay rob the little birds?
<i>close</i>	The fox was close to the rabbit.
<i>hide</i>	Will you run and hide?
<i>gave</i>	John gave the flowers to his mother.
<i>still</i>	Can you sit very still?
<i>shot</i>	The hunter shot the duck.
<i>pane</i>	He broke the window pane with his ball.
<i>back</i>	Please throw the ball back to me.
<i>joke</i>	The puppy played a joke on Billy.
<i>glide</i>	He will glide on his skates.

Independent Exercise

Auditory per-
ception of two
sounds represented
by e (long and short)

LESSON 41



In teaching the sounds represented by the letter e, the pattern established in the lessons on a, i, and o cannot be followed exactly. This is because the long sound of e is rarely spelled with a silent e on the end of the word. *In the auditory lesson it is permissible to use any words that have the long e sound, but you will notice that the key word does not follow the usual pattern.*

auditory per-
ception of "the
vowel of *end*,"
"the vowel of
he"

Step 1:

Key Words: *end he*

	bed	eat	
	tell	clean	
	went	me	
	let	leaf	
	egg	tree	
<i>read</i>	<i>tent</i>	<i>we</i>	<i>Pete</i>
<i>shed</i>	<i>feel</i>	<i>wet</i>	<i>sent</i>
<i>wheel</i>	<i>well</i>	<i>help</i>	<i>real</i>
<i>leg</i>	<i>get</i>	<i>dress</i>	<i>Lee</i>
<i>see</i>	<i>jet</i>	<i>ten</i>	<i>each</i>

pupils check
recognition by
giving rhyming
words

Step 2:

me	be
pet	seed
tent	feel
well	eat
end	red

change in
vowel sound
changes the
word

Step 3:

- a) Which do we sleep on — a *bed* or a *bead*?
- b) What would be in a cage — *Pete* or *pet*?
- c) Which is the name of a color — *read* or *red*?
- d) On what would you sit — *set* or *seat*?
- e) What is a part of a flower — *steam* or *stem*?
- f) Which means to touch — *fell* or *feel*?
- g) Which are fathers — *men* or *mean*?

Independent Exercise

LESSON 42

*

Because there are so very few one-syllable words in which the long sound of e is indicated by a final e, it is suggested that only the generalization for the short e sound be developed. This will, of course, shorten the lesson.

Visual-auditory
perception of
the short e
sound

Step 4:

end
bed
let
help
tent
leg
ten
get
dress

use the term
“short vowel
sound” and
generalize

Step 5 and Step 6:

well *best* *red* *sent* *wet*

apply the
generalization

Step 7:

bell	pen	met	yell
stem	jet	den	
shed	when	shell	
test	bent	yes	

Sentences:

- a) Can you *shell* the nuts?
 - b) I have *spent* my money.
 - c) What does your father *sell*?
 - d) We *went* out to play in the *tent*.
 - e) He broke the *stem* of the flower.
 - f) What good cookies we *smell*.
-

LESSON 43

Review—
visual-auditory
perception of
sounds represented
by a, e, i, o

1. Write the following words in a row across the chalkboard:

at ate elf eat in ice on oak

Have the pupils identify the vowel letter and the vowel sound in each word. For example: “*at*. The vowel letter is a. You hear the short vowel sound in *at*.”

2. Prepare word cards for the following words (or use other representative words).

fan	same	hop	coat	trick	time	best	be
mat	take	rod	bone	big	wipe	went	me
shall	rain	trot	home	wind	nine	help	Pete

key words
at on
ate cone
it end
ice he

review
generalizations

apply
generalizations

Distribute the word cards. Write the key words on the board. Have each pupil read his word and identify the vowel sound by matching it with one of the key words.
For example: "The word is *fan*. I hear the same vowel sound as in *at*." As each word is read, have it placed with the key word.

3. Have the pupils study each group of words where the vowel sound is short, and have them tell how they can decide, by looking at a word, whether the vowel sound likely will be short. Repeat with the words that have a long vowel sound.

4. Write the following sentences on the board with words underlined as indicated. Have the sentence read.
For each underlined word, have the pupils identify the vowel sound and tell how they decided whether it was long or short.

- a) Mike lost the note his mother gave him.
- b) He did not know what to get at the store.
- c) He did not get the eggs.
- d) He did not get the milk.
- e) He did not get the jam.
- f) What did mother tell him to do?

Independent Exercise

Practice Book

Practice Book page 56 (bottom)

Auditory per-
ception of two
sounds represented
by u (long and short)

LESSON 44

Follow the pattern established in Lesson 33 for introducing the long and short sounds represented by the vowel letter u.

Step 1:

Key words: *up use*

auditory
perception of
"the vowel of
up"
"the vowel of
use"

but	cute
must	mule
bump	tube
fun	duke
just	

<i>pup</i>	<i>cub</i>	<i>bud</i>	<i>rust</i>
<i>duke</i>	<i>lump</i>	<i>cute</i>	<i>mule</i>
<i>cup</i>	<i>huge</i>	<i>tub</i>	<i>sun</i>



Be sure that, in this lesson, you use only words that have the true short and long sounds of u. Distinguish words such as *put* and *plume* where the sounds differ from the short and long sounds.

Step 2:

pupils check
recognition by
giving rhyming
words

sun
bump
rust
rub

cube (tube)
pure (cure)

Step 3:

change in
vowel sound
changes word

- a) What do you call a young bear — a *cub* or a *cube*?
 - b) What do you bath in — a *tub* or a *tube*?
 - c) What do you do with a knife — *cut* or *cute*?
 - d) What is an elephant — *hug* or *huge*?
 - e) What is toothpaste in — a *tub* or a *tube*?
 - f) What is a baby — *cut* or *cute*?
-

Visual-auditory
perception of two
sounds represented
by u (long and short)

LESSON 45

Continue the pattern as in Lesson 34.

Step 4:

identify the
letter u

up
truck
rub
hum
gun
cut
bunch
drum
jump
cup
tub
duck

ue
tune
cure
huge
pure
mule
duke
cube
fuse
fume

Step 5:

use the terms
“short vowel
sound,” “long
vowel sound”

<i>sun</i>	<i>cub</i>	<i>lump</i>	<i>rust</i>
<i>pure</i>	<i>duke</i>	<i>cube</i>	<i>cute</i>

Step 6:

generalize the
ways in which
the two sounds
are represented

Step 7:

trust	fuse
run	cube
stump	duke
but	mule
luck	huge
crust	tune
mud	

Sentences:

- The man saw a *jug* of water.
- The boys played with a *puck*.
- Can you sing a *tune*?
- The elephant is a *huge* animal.
- Lee played on a *drum*.
- Mother made *suds* in the sink.
- Did you ride the *mule*?
- Dick *cut* the wood into little *cubes*.

note exceptions

Step 8:

put (put)	pull (pull)
rule (rule)	

Independent Exercise

Practice Book

Practice Book page 58 (bottom)

Review—
visual-auditory
perception of
sounds represented
by a, e, i, o, u

LESSON 46

- Write the following words on the board.

at	end	in	on	up
ate	he	ice	cone	use

Have the pupils pronounce each word, identify the vowel letter at the beginning, and tell whether it represents the short or long vowel sound.

silent e
indicates a change
in the vowel sound

- Write the following sentences on the board. Have them read and direct the pupils' attention to the change in vowel sound when the silent e occurs at the end of words.

- Grandfather *can* walk with a *cane*.
- They set a *fire* under the *fir* tree.
- He did *not* give his *note* to the teacher.
- Pete* has a *pet* chipmunk.
- We bathe in a *tub*, not in a *tube*.
- They had fun as they *slid* on the icy *slide*.
- The man wore a red *cap* and a long *cape*.
- I *hope* I can *hop* over the fence.

substitute
vowels

3. Write each word below on the board. Have it identified and then change the vowel letter as indicated. Have each subsequent word identified.

big	(b <u>a</u> g) (b <u>e</u> g) (b <u>o</u> g) (b <u>u</u> g)	fare	(f <u>i</u> re) (f <u>o</u> re)
lost	(l <u>a</u> st) (l <u>e</u> st) (l <u>i</u> st)	hut	(h <u>a</u> t) (h <u>o</u> t) (h <u>i</u> t)
pen	(p <u>i</u> n) (p <u>u</u> n) (p <u>a</u> n)	muss	(m <u>e</u> ss) (m <u>o</u> ss) (m <u>a</u> ss)
mule	(m <u>a</u> le) (m <u>i</u> le) (m <u>o</u> le)	truck	(t <u>r</u> ack) (t <u>r</u> ick)
slash	(s <u>l</u> osh) (s <u>l</u> ush)	bet	(b <u>i</u> t) (b <u>a</u> t) (b <u>u</u> t)
tin	(t <u>a</u> n) (t <u>e</u> n)	puck	(p <u>a</u> ck) (p <u>i</u> ck)
cup	(c <u>a</u> p) (c <u>o</u> p)		

pupils use
their knowledge
of how vowel
sounds are
represented

4. Write each of the following words on the board. Have the pupils decide whether the vowel letter likely represents the long sound or the short sound. Then write the accompanying sentence and have it read.

<i>ripe</i>	The apple is ripe.
<i>Pete</i>	Pete is Jack's best friend.
<i>cub</i>	A little bear is called a cub.
<i>hat</i>	I have a new blue hat.
<i>bit</i>	Tim bit the apple.
<i>note</i>	Take a note to Mother.
<i>cut</i>	Can you cut the string?
<i>pine</i>	A pine tree is tall and green.
<i>pet</i>	May I pet your kitten?
<i>mule</i>	The mule would not run.

Independent Exercise

Practice Book

Practice Book page 60 (bottom)

Review—
consonant
digraphs

LESSON 47

1. List the following words on the board.

chalk	shy	cheat	shoo
why	cheep	wheat	
shout	thy	choo	
shell	thin	should	

The pupils can read all these words by using known words and substituting a digraph for the initial consonant.

2. Have the pupils find a word on the board, and, in response to your direction, circle the digraph, and pronounce the word.

For example: "Find a word that rhymes with *walk* and begins like *cheese*." (chalk)

Proceed in a similar manner with the following list:

digraph
substitution of
initial con-
sonant

<u>rhymes with</u>	and	<u>begins like</u>	
keep		church	(cheep)
too		ship	(shoo)
rip		chart	(chip)
could		shop	(should)

tell	shoe	(shell)
eat	when	(wheat)
eat	cherry	(cheat)
my	shoot	(shy)
my	where	(why)
my	then	(thy)
in	thimble	(thin)
out	share	(shout)

recognizing
words in
context

3. List the following sentences on the chalkboard. Have each sentence read three times, using one of the three words each time. Encourage the pupils to; pay close attention to the beginning digraph, to enunciate clearly, and to listen for the *sense* of the completed sentence. Then have the pupils complete the sentence by choosing the correct word and underlining it.

- a) There are many people here. I feel _____. (thy, shy, why)
- b) _____ can't we go home now? (thy, shy, why)
- c) Don't look at my work. That is _____. (cheeping, cheating, eating)
- d) A train says _____. (whoo, whoo; shoo, shoo; choo, choo)
- e) _____ say, "Baaaa, b-a-a-a." (cheep, beep, sheep)
- f) I can write with _____. (talk, walk, chalk)
- g) I _____ go home now. (should, would, could)

(In this last sentence, any of the three words could be right.
Watch for the pupils who do not recognize this.)

Review — **LESSON 48**
blends

1. Using the following key words, prepare and label picture cards, underlining the blend in each word:

sn	sp	snowman	broom	plums
sk	sl	skates	crayon	bluebird
sw	sm	sled	drum	
st	sc	swing	frog	
br	cr	stop (sign)	train	
dr	fr	spoon	princess	
gr	pr	scarf	clown	
tr	cl		flower	
fl	gl		glasses	
pl	bl			

visual-auditory
perception

Say the words listed below. The pupils listen. They must tell you which picture begins like the word that you have said. You may wish to group your key pictures and use only 5 or 6 at one time.

If picture cards are not available to help identify the blends, have the pupil give another word beginning with the same blend as you have used. Then have him find the blend on the chalkboard from a printed list or he may print the blend himself.

Suggested words:

breakfast	skis	frame
cream	floor	screw nail

dragon	stove	stick
grasshopper	blister	scratch
dress	brick	brush
crow	scout	stem
straw	pray	fly
swim	stamp	star
smile	print	claw
flag	plate	clock
stump	step	track
blanket	truck	branch
draw	bridge	glove
creep	slipper	blocks
spider	clover	trailer
		frying pan

substitution
of blend

2. List and underline the following key words on the chalkboard. Place the blends below.

<u>not</u>	<u>my</u>	<u>and</u>	<u>am</u>	<u>may</u>
bl—	sl—	st—	cl—	cl—
tr—	cr—	gr—	pr—	gr—
sl—	dr—	str—	cr—	sw—
cl—	fr—	gl—	tr—	pr—
pl—	pr—		sw—	sl—
sp—	tr—		cl—	str—
	sk—		gl—	br—
	st—			tr—
	sp—			st—

substitution
of blend

Have the pupils use the blend plus the ending of the key word to form new words.



This substitution of sounds should be done *mentally* if possible. Vocalizing the putting together of the sounds often produces such a distortion that pupils do not recognize the new word.

You may want to use short periods for this type of exercise.

Other key words that may be used are:

keep	eat	far	tell
make	find	it	let
in	him	see	at

checking
pupils' ability
to read words
with consonant
blends

3. Teaching Exercise:

Write each of the following sentences on the board. The pupils read the sentence and the words in parentheses silently. They are to choose the word that makes sense in the sentence. Have the sentence read orally.



If any of the pupils have difficulty, help them to think of a word that looks like the unknown word and to substitute the blended sound. If they still encounter difficulty, a re-teaching of the blend itself may be necessary. (See Word Perception Lessons 29, 30 and 31.)

- a) I can _____ a _____.
(smell, swell) (trout, scout)
- It is in the _____ pan on the _____.
(spying, frying) (stove, glove)
- b) I feel _____ when the _____ gets dark.
(creepy, sleepy) (sty, sky)
- c) In school we _____ and _____.
(spell, smell) (print, pleat)
- d) I will _____ the dishes and put away the _____.
(pry, dry) (plates, plump)
- e) There are _____ in the _____.
(stars, scars) (sty, sky)
- f) The baby will _____ to _____ soon.
(cry, try) (creep, sweep)
- _____

Visual-auditory
perception of
diphthongs
ou, ow
ow (ou)

LESSON 49

1. List the following words on the board.

town
down
now
cow
brown

The pupils: — say the words;
 — find and underline in each word the common element;
 — identify the sound that is common to the words.

2. Tell the pupils that this sound is sometimes represented by the letters ou. Write the following words on the board beside the first list. Have them read:

ou house
 found
 out
 about

3. Add the following words to the appropriate list and have them read:

pout	shout	how	drown
scout	ground	bow	clown
spout	crouch (ed)	frown	towel
stout			

Have the pupils note that the ou sound is sometimes represented by ou and some-
times by ow.

4. Follow the same procedure with the ow sound as in *grow*. List these words.

ow as in *grow*

snow	bow
crow	row
slow	low
flow	show

5. Write on the board.

two pronunciations

The girl will bow to the king.
The girl has a bow in her hair.

exceptions

You have your book.

Use these examples to explain that we cannot be sure which sound ow and ou will have.

exceptions

We must depend on the sense in the sentence.

There are also times when the letters represent another sound as in *you* and *your*.

6. Write the following sentences on the board, and have each read silently. Then have the word containing ou or ow underlined, and the sentence read aloud. Discuss difficulties.

- When it is cold it will snow.
- I live in a house.
- The wind blows.
- A ball is round.
- I can row a boat.
- A crow can fly.
- A cow can't fly.
- "Bow-wow," said the dog.
- I can blow the candle out.

Independent Exercise

Practice Book







Practice Book page 67

Additional Exercises

1. Put the following sentences and the list of words on the chalkboard or mimeograph them. Pupils are to find the word that belongs with each sentence.

- | | |
|-------------------------------|----------|
| a) I am a color. _____ | mouse |
| b) I am a kind of fish. _____ | cow |
| c) I am in a circus. _____ | clown |
| d) I am a small animal. _____ | trout |
| e) I am a large animal. _____ | brown |
| f) Girls wear me. _____ | trousers |
| g) Boys wear me. _____ | blouse |

2. Put the following exercise on the chalkboard, or mimeograph it. The pupils look at the picture, read the three words, and circle the correct word.

trout tow town		crow cow clown	
mow mouth low		slow snow sound	
ground grow gown		cow cloud crown	

Visual-auditory
perception of
diphthongs
oi, oy

LESSON 50

1. Write the key words *boy* and *join* on the board and underline them. List the following words beneath.

<u>boy</u>	<u>join</u>
toy	oil
Roy	boil
joy	point

Read each list to the pupils.

identify
common
elements
oi, oy

Have the pupils:

- look at the words;
- repeat them;
- identify the common elements, oi and oy;
- underline them.

2. Write these words on the chalkboard. Have the pupils read the lists.

coy	coil	point
oyster	foil	pointer
enjoy	toil	pointed
	soil	joint
	noise	doily
	noisy	

3. Have the pupils note that the vowel sound in all of these words is the same and that this sound is represented by *either* the letters oi or oy.

4. Have the pupils read the following sentences and:

- note the oi or oy words;
- underline the diphthong in each word;
- and finally read the paragraph as a whole.

pupils apply
knowledge of
the oi sound in
words in context

- a) Oysters are good to eat.
 Sometimes you boil them.
 Sometimes you eat them as they are.
 Sometimes they come with oil in tins.
- b) Roy had a toy animal.
 It was a noisy toy.
 It will not work now.
 The spring is broken.
 It will not coil up.
 It needs oil too.

5. Write the following sentences (with the blanks) on the chalkboard.

Have the pupils read the sentences, check the list of words to find a word for each blank, and write the answer on the line.

join oil pointed noisy

"Maybe I can fix it," said Father.
 "If I can _____ the two broken parts, it will go again."
 He _____ to the broken spring,
 "There," said Father. "It is fixed.
 But now it is too _____.
 Get me the _____ can, Roy."

Independent Exercise

Practice Book

Practice Book page 69

Visual-auditory
 perception of
ee, oo

LESSON 51

1. Pronounce *elf*, *eat*. Have the pupils identify the vowel sound heard in each.

Pronounce the following words. Have the pupils state whether they hear the long or short sound of the vowel e. Write the words in two columns according to the vowel sound.

ee

get	end	meet	seem	tree	set
sleep	red	peel	help	wheel	went

2. Read the first column as the pupils listen for the short vowel sound. Have them note that the generalization that they have formulated about short vowel sounds applies to these words.

Read the second column as the pupils listen for the long vowel sound.

Guide them to note that in each word, the long sound of the vowel e is represented by the letters ee.

Have the ee underlined in each word.

3. Have the following chalkboard sentences read.

- a) The little chick said, "Cheep, cheep."
- b) The water in the lake is deep.
- c) A bee will sting you.

4. Write the two following paragraphs on the board, underlining the words as indicated.

oo

- a) The old cobbler sat on a stool mending boots. He had a big spool of thread and his tools on his workbench. His room was cool but he kept working. Soon school would be out and Bill would come for his boots.
- b) Bill took his books and started home. He ate a good cookie from his lunch box. He wondered what his mother would cook for dinner. He stopped to look in the brook for fish. But he forgot something. What was it?

Read the two paragraphs.

Have the pupils note the oo in all the underlined words.

Direct the pupils to listen carefully to the vowel sound as you pronounce the underlined words of paragraph (a). Repeat this with paragraph (b).

Guide the pupils to note that the oo sometimes represents the vowel sound heard in soon and sometimes that heard in book.



Comment that there is no rule to follow in deciding which sound oo will represent in a particular word.

When this combination is used in attacking an unknown word, both sounds should be tried to find which produces a word that fits the context.

5. Write these sentences on the board. Have the pupils choose the correct words to fill in the blanks.

- | | |
|----------------------------------|-------|
| a) A _____ is a bird. | food |
| b) I catch a fish with a _____. | foot |
| c) The _____ is in the sky. | goose |
| d) You put a boot on your _____. | hook |
| e) You have _____ for dinner. | moon |

Independent Exercise

Review –
visual-auditory
perception of
ee, oo

LESSON 52

1. Put the words *seed*, *good*, *soon* on the board and pronounce them. Have the pupils pronounce them and identify the vowel sound as

- the “long e” sound represented by ee as in seed
- the vowel sound of oo as heard in good
- the vowel sound of oo as heard in soon

List each word under the correct key word.

sheep	tools
food	seen
free	cook
wood	spoon
school	deep
cheese	book
stood	look

2. Sketch the following objects in a row across the board: a boot, a hook, and a tree.

Distribute the following word cards.

good	choose	queen
wool	shoot	three
hood	broom	sheet
shook	smooth	sleep

Each pupil reads the word on his card, places it under the appropriate sketch, explaining the placement as he does so.

For example,

“*Good* has the same vowel sound as *hook*.”

“*Choose* has the same vowel sound as “*boot*.”

“*Sleep* has the same vowel sound as “*tree*.”

3. The pupils read the following chalkboard questions and:

- answer “yes” or “no”;
- circle all the words in which oo represents the same vowel as is heard in *soon*;
- underline all the words in which oo represents the same vowel sound as is heard in *good*;
- bracket all the words in which the long sound of the vowel e is represented by ee.

- | | |
|------------------------------|-------------------------------|
| a) Is grass green? | f) Is a tooth white? |
| b) Can a pool be deep? | g) Has a weed roots? |
| c) Can you feel the moon? | h) Is it dark at noon? |
| d) Have you seen a book? | i) Do sheep like good cheese? |
| e) Is a cookie made of wood? | j) Do boats have wheels? |

Independent Exercise

Review —
visual-auditory
perception of
digraphs
ch, sh, th, wh

LESSON 53

1. List the digraphs on the board.

ch sh th wh

Have the pupils give a word beginning with each of the digraphs.

2. Write the following endings on the board.

_____ ick	_____ eep	_____ ill
_____ op	_____ eet	_____ ame
_____ ere	_____ us	_____ ell
_____ ip	_____ en	_____ eat
_____ oot	_____ aw	_____ y
_____ at	_____ ank	_____ in

Have the pupils choose one of the four digraphs and print it in the blank space to form a meaningful word. Errors should be corrected on completion and possible alternatives should be discussed.



Explain the method of attack before the pupils begin, i.e. they should think of each digraph in turn until a meaningful word is formed.

For example:

chick, *shick,* *thick,* *whick.*

3. The pupils read the following paragraph (either from the board or a mimeographed sheet). They underline the words that contain one of the four digraphs. Have the paragraph read again and the underlined words identified.

Miss White said, "Take a sheet of paper, children. Look at my chalk. Then do what I do. I shall look at your work when you have finished. I shall check it for you."

4. Have the pupils read the following sentences that have been written on the board (or mimeographed). Have them underline the word that completes the sentence correctly.

- Tommy was (showing, chewing, shouting) bubble gum.
- He had a big (which, chick, thick) wad of it.
- He blew a big bubble.
- It was very (chin, thin, shin).
- It broke and (where, there, then) was gum all over his (chin, thin, shin).
- The boys and girls (showed, chewed, shouted) with laughter.
- "(Thy, Shy, Why) did you do that, Tommy?" said Mother.
- "You (thank, should, chill) know better."

Independent Exercise

Review —
visual-auditory
perception of
vowel
sounds

LESSON 54

1. List the following words on the board.

<u>a</u>	<u>e</u>	<u>i</u>	<u>o</u>	<u>u</u>
pan	Pete	pile	box	use
flame	sell	big	Tom	cup
rag	red	bite	frog	tube
made	letter	line	mop	rubber
whale	Zeke	pin	pole	tune
bat	men	rip	rode	run
sand	Ben	mine	stole	rug
cake	me	mitten	hope	mule

The pupils come to the board and:

underline and identify

- a “long a” word
- a “long i” word
- a “long e” word
- a “long o” word and
- a “long u” word

circle and identify

- a “short a” word
- etc.

Have all the “long a” words read and all the “short a” words read etc.

2. Write the following sentences on the chalkboard or mimeograph them.

The pupils:

- identify the words in parentheses;
- decide on the word for each blank;
- read the completed sentences.

pupils use
their knowledge
of how vowel
sounds are
represented

- a) Our _____ has no _____. (pup, pep)
- b) He _____ be _____. (mist, must) (ill, all)
- c) He does not _____ for food anymore. (beg, bag)
- d) He does not come to the _____ to meet me. (gat, gate)
- e) Maybe he _____ something that was _____ for him. (at, ate)
(bade, bad)
- f) He just stays in his _____. (bad, bed)
- g) “Let’s _____ the doctor to look at him,” said the twins. (got, get)
- h) That is a good _____. (plane, plan)
- i) The doctor gave the puppy something _____ to eat. (rod, red)
- j) “He _____ be _____ soon,” he said. (well, will) (fin, fine)
- k) “Thank you,” said the _____. (twins, twines)
- l) “Here is a _____ for making our puppy _____. (dim, dime)
(batter, better)

Independent Exercise

LESSON 55

1. List these words on the board:

brick spade skates plate stop

Ask these riddles.

The pupils choose their answers from the words listed above.

They find the word and underline the blend.

plate
spade
skates
stop
brick

You use me when you eat.
You dig with me.
You use me on ice.
A red light tells you to do this.
Houses are made of me.

2. Have the pupils read the following chalkboard sentences and choose the correct completing word. Discuss with the pupils that, to choose the correct word, they must use both knowledge of letters and the context.

- a) I want to read your book.
Will you _____ with me? (trick, trade)
- b) Skating will be good today.
The ice is very _____. (sticky, slippery)
- c) I am in Miss Black's room this year.
Next year I will be in _____ two. (grade, glade)
- d) I have a letter to mail.
First I must put a _____ on it. (stump, stamp)
- e) I have _____ my garden. (printed, planted)
I hope the flowers _____. (blow, bloom)
- f) Tommy was a boy _____. (scout, shout)
He tried to be _____. (bright, brave)

Independent Exercise

Practice Book

Practice Book page 84

LESSONS 56-65: STRUCTURAL ANALYSIS

Inflectional
ending -ed
(the d-sound)

LESSON 56

1. Write the following sentences on the chalkboard:

I will call Bobby.
I called Bobby.
Mary and Susan call.
They called.

Read the sentences to the pupils.

Have the pupils read the sentences.

Have the word *call* underlined; then the word *called*.

Ask how the two words differ. Have the two words pronounced. Have the -ed ending circled.

2. Use the above procedure with these sentences:

climb

a) I can climb a tree.
I climbed the tree.
Jack will climb up.
Jack climbed up.

color

b) Can you color the picture?
He colored the sky blue.
We can color the book.
They colored all the pictures.

open

c) I will open the box.
I opened the box.

pull

d) John will pull the wagon.
All the boys pulled.

play

e) I will play with Mary.
We played.
The boys can play too.
They played with us.

3. Have the pupils say these words after you:

identify
the d-sound
in the final
position

had	did
called	cleaned
said	dead
climbed	filled
pulled	opened

Ask what sound the pupils hear at the end of each word.

Write the words on the board.

Circle the d and the ed at the ends of the words.

generalize

Have the pupils note that -ed endings often have the d-sound.

review
-s, -ing
endings

call

- a) I call.
Bob calls.
He is calling.
They called.

climb

- b) Jack can climb.
He climbs.
They are climbing.
They climbed to the top.

Continue with other sets of sentences if you think the pupils need more practice.

Inflectional
ending - ed
(the t-sound)

LESSON 57

Follow the same procedure as in Lesson 56, using these sets of sentences:

ask

- 1. I will ask Mother.
Mary asked her mother.
Susan asked her dad.
They can ask.
They asked.

bake

- 2. a) Can you bake a cake?
I baked some cookies.
Mary baked too.
We will bake again.

jump

- b) Jump over the box.
I jumped.
Tom jumped.
Ned can jump too.

help

- c) Will you help your dad?
I helped and helped.
My brother helped too.

talk

- d) I will talk to the boy.
We talked.
All the boys talked.

identify
the t-sound
in the final
position

3. Have the pupils say these words after you:

hat	dent	helped
asked	jumped	liked
ant	not	cooked
baked	talked	brushed

generalize

Have the pupils note that often the - ed ending represents the t-sound.

review
-s, -ed
-ing endings

4. Write the following exercise on the chalkboard. Have the pupils decide which form of the given verb belongs in each sentence.

a) *jump*

I can _____.
I _____ up to the top.
They _____ with me.
We are all _____ now.

b) *like*

Do you _____ that book?
We _____ it when we read it.
You will _____ it too.

c) *call*

_____ the doctor, please.
I _____ and _____.
My mother _____ too.
Dad is _____ now.

d) *help*

Can you _____ me?
Yes, I will _____ you.
I _____ Bob yesterday.
Now I am _____ you, Jim.

e) *fill*

_____ the box for the teacher.
I am _____ it now.
Joe _____ it yesterday.
We all help to _____ it.

Inflectional
ending -ed
(as a separate
syllable)

LESSON 58

1. Write the following sentences on the board and read them to the pupils. Have the words with the -ed ending underlined. Have them pronounced.

want

a) Do you want to play?
Mother wanted us to play.
We wanted to play too.
The baby wanted a new toy.

count

b) I like to count.
I counted to 100.
Bill counted his pennies.
Mary had counted her dolls.

land

c) My kite landed on some trees.
Where did yours land?

pound

d) I like to pound nails.
I pounded and pounded.

identify the
three sounds
represented by
the -ed ending

2. Write the following headings on the board:

d

t

ed

Pronounce the following words. Direct the pupils to listen to the ending sound and tell you under which heading each word should be placed.

called (d)	counted (ed)
wanted (ed)	closed (d)
bumped (t)	helped (t)
killed (d)	jumped (t)
opened (d)	skated (ed)
lighted (ed)	joined (d)
danced (t)	lifted (ed)

review
inflectional
endings -s, -ed, -ing

3. Write "jump" on the board. Write the inflectional endings, s, ed, and ing on cards and place these on the chalkboard ledge.

Direct the pupils to listen closely to the sentences that you read. Tell them that in each sentence they will hear the word "jump," sometimes with an ending and sometimes without.

- Jack and his dog are jumping in the yard.
- First, Jack jumped over a box.
- Then Tip jumped over the box.
- Jack can jump high.
- Tip jumps higher.
- They both jumped up on a bench.
- Tip will jump down.
- Jack will stay there until Tip jumps up again.

Re-read the sentences and, after each, have a pupil choose the correct ending card and make the form of the word "jump" heard in the sentence, by placing the card after the word on the board.

4. Write the following sentences on the board. Have the pupils use the ending cards to complete the unfinished words. Note that in some cases two endings might be used, but each would result in a different meaning.

- Jim want ____ to make something.
- John is help ____ him
- They ask ____ their father to help too.
- Jean and Mary were play ____ ball.
- They play ____ at school.
- Jean play ____ ball at home too.

Possessive
form 's

LESSON 59

1. Write the names of five pupils in a column on the board. Ask each of these pupils to bring you something from his desk. Write a sentence naming the object beside the pupils's name.

For example:

Jack	This is Jack's ruler.
Bill	This is Bill's pencil.
Susan	This is Susan's book.
Judy	etc.
Mary	

2. Consider each sentence in the following manner.

a) Have a pupil pronounce the pupil's name and read the accompanying sentence. For example:

Jack: This is Jack's ruler.

b) Underline *Jack's*.

apostrophe

c) Ask: What did I add to Jack to make Jack's?

d) Introduce the term *apostrophe*.

3. Say, "When I say Jack's ruler I mean that the ruler belongs to Jack; Bill's pencil means that the pencil belongs to Bill; Susan's book means that the book belongs to Susan."

Write on the board:

Mother's coat

Jane's ball

Mary's book

Jim's cap

etc.

Ask "To whom does the book (ball, coat, cap) belong? How do you know?"

Have the pupils give sentences in which the possessive form is used. Write the possessives on the board.

Independent Exercise

Practice Book

Practice Book page 26

Review—
possessive form
's

LESSON 60

1. Write on the board:

Tim and Bob are playing with a kitten.

It is Bob's kitten.

Ask: a) "Whose kitten are the boys playing with?"
b) "Which word shows that it belongs to Bob?"
c) "What is added to Bob to make Bob's?"

Repeat this pattern with the following.

Pat's book is not here.

Jean is reading it.

Joe and Pete have their wagons.

Pete's wagon is red.

Joe's wagon is blue.

2. Write the following sentences on the board.

Jane's mother made cookies.
She made them for Jane and her friends.

Bob found Pat's new book.
He put it on Mary's desk.

- Ask:
- "Whose mother made cookies?"
 - "Whose friends ate the cookies?"
 - "What word did I write instead of Jane's friends?"
 - "Whose book did Bob find?"
 - "Where did he put it?"
 - "Where should he have put it?"

Independent Exercise

Practice Book

Practice Book page 29

LESSON 61

Discrimination
between the use
of s to indicate
 plurals
and 's to indicate
 possession

1. Write the following phrases on the board:

a big boy	a little cat
two big boys	three cats
the boy's sled	the cat's nose

Have the pupils read the three phrases in each group. Have them underline the forms of *boy* and *cat*. Discuss the difference in the forms. Recall the term *apostrophe*. Help pupils to recall that s at the end of a word means "more than one," and 's means possession (something belonging to someone).

Have the pupils give other examples of three forms of a word. As you write them, have the pupils tell you whether to use s or apostrophe s.

2. Prepare cards with s and 's on them. (You could use just two cards or have a set of two for each pupil). To use the following words and sentences, write the word on the board. Then say the sentence. The pupils decide which form of the word was used, and hold either the s card or 's card by the word on the board.

<i>clown</i>	The clown's mask was funny.
<i>Dan</i>	Dan's bike is brand new.
<i>cow</i>	There were twenty cows in the field.
<i>pet</i>	We have four pets at home.
<i>pet</i>	Our pet's house is a box.
<i>baby</i>	The baby's cup is pretty.
<i>snake</i>	There were many snakes in the field.

3. Put the sentences from the previous exercise (or other similar ones) on the board. Have the pupils identify each s word as either "more than one" or "showing belonging." Discuss the possessives by asking: "Who has the mask?" "What has the clown?" "What belongs to Dan?" and so on.

LESSON 62

1. Write the following words on the board:

playhouse
airplane
cowboy
sidewalk
something

Have the words read and used in sentences. Then comment that each of these words is made by putting two words together. Have the pupils identify the two words in each. Write these words separately beside the words on the board.

identify term
"compound
word"

2. Tell the pupils that words made by putting two words together are called *compound* words.

Write the following words on the board:

home	play	work	in	walk
side	to	room	ball	out
foot	man	post	things	

Have the pupils find the two words that can be put together to mean:

- a) school work that is done out of school; (homework)
- b) where boys and girls should walk; (sidewalk)
- c) toys; (playthings)
- d) a special kind of ball; (football)
- e) not in the house; (outside)
- f) the man who brings mail; (postman)
- g) a place for children to play; (playroom)
- h) a word that tells where you put something; (into)

3. Write the following sentences on the board and have the pupils read them, identify the compound word in each, and tell what two words form each.

- a) We can run on the *playground*.
 - b) My dad reads the *newspaper*.
 - c) I used *cardboard* for a sled.
 - d) Can you hear *anything*?
 - e) The *sunlight* shines in the window.
-

Suffixes—
-er and -est
of comparison

LESSON 63

1. Have the pupils complete the following groups of sentences by:

- (1) comparing the heights of the two pupils and the teacher;
- (2) comparing three books presented by the teacher;
- (3) comparing the speeds of familiar methods of transportation.

tall
taller
tallest

- a) John is tall
Bill is _____ than John.
I am the _____ of all.

old
older
oldest

- b) This is an old book.
This is an _____ book.
This is the _____ book.

fast
faster
fastest

- c) A bike can go fast.
A car can go _____ than a bike.
An airplane can go _____ of all.

Have each group of sentences read orally.

root word
identified

2. Underline tall (old, fast).
Have tall (old, fast) identified as the *root word*.
Have the root word underlined in *taller* and *tallest* (older, oldest; faster, fastest).

note -er and
-est endings

Direct attention to the -er and -est endings. (Have the pupils use the letter names in referring to the endings.)

exercise

3. Write the following on the chalkboard and have the pupils match them.

Jan	old
Jan's mother	older
Jan's grandmother	oldest
walking	fast
flying	faster
running	fastest
dog	small
cat	smaller
mouse	smallest

Suffixes—
-er and -est
of comparison
(doubling the
final consonant)

LESSON 64

1. Sketch on the board three series of pictures. For example:

- a) three squares, each bigger than the preceding one;
b) a candle, a fireplace with a small fire, a huge bonfire;
c) three apples, each redder than the preceding one.

Write the words *big*, *hot*, and *red* as indicated.

big
bigger
biggest



big



hot
hotter
hottest



hot



red
redder
reddest



red



Have the pupils supply the correct word for each of the other pictures.

root words
identified

Have *big*, *red*, and *hot* identified as the root words.

Direct attention to the -er and -est ending.

note double
consonant

Ask: "Are the root words changed in any other way?"

Have the double consonant noted.

Comment that sometimes the last consonant of a word is doubled before the -er or -est ending is added.

*

Do not attempt to develop a rule governing this. At this time it is sufficient to draw the double consonant to the attention of the pupils so that they will not be confused when they encounter it.

2. Have the pupils read and answer the following questions.

- a) What is the slowest animal you know?
- b) Is a cat bigger than a horse?
- c) What is the biggest animal you know?
- d) Who has the newest book?
- e) What is the saddest story we have read?
- f) Can a boy run faster than a dog?

Independent Exercise

Practice Book

Practice Book page 71

Compound
words

LESSON 65

1. Write these words on the board.

outside

maybe

without

something

Have the words read.

Ask: "How many small words make up each of the above words?"

Explain that words such as these are called "compound words."

2. List the following sets of words on the board.

Have them read.

Ask the pupils to form compound words using the words in each column. Write their words on the board.

everything
cardboard
anything

- a) every
- card
- thing
- any
- board

airplane
airman
airmail
mailman
mailbox

b) plane
man
air
mail
box

strawberry
overshoes
postman

c) berry
shoes
post
straw
man
over

someone
everyone
suitcase
sometime

d) some
every
case
one
time
suit

3. Have the pupils read the following chalkboard sentences and complete the compound word. Context clues will influence choice of words.

cowboys

a) It is fun to play cow and Indians.

birthday

b) I have a party on my birth.

fireman

c) The fire works at the fire.

firehall

afternoon

d) I can play ball this after.

policeman

e) A police rides a motor.

motorcycle

railway

f) Trains come into the rail station.

pussywillows

g) In the spring pussy come out.

popcorn

h) We ate pop at the zoo.

storybooks

i) We get story at the library.

playground

j) The play is a good place to play.

Independent Exercise

PART 3 INTERPRETATION LESSONS LEVEL 3

CONTENTS

	Page
✓ Lesson 1: Recognizing relationships — sequence	
Rhymes	251
✓ Lesson 2: Recognizing relationships — sequence	252
Lesson 3: Understanding the main idea	253
Lesson 4: Understanding the main idea	255
Lesson 5: Distinguishing fact, fiction, fancy (critical reading)	256
Lesson 6: Distinguishing fact, fiction, fancy (critical reading)	256
Lesson 7: Noting details	257
Lesson 8: Noting details	258
Lesson 9: Forming sensory impressions	
“A Magic Morning”	259
Lesson 10: Forming sensory impressions	260
Lesson 11: Sensing emotional reactions	261
Lesson 12: Sensing emotional reactions	
“Some One” Walter de la Mare	262
Lesson 13: Sensing emotional reactions	
“Age Six” Frances Shelley Wees	263
Lesson 14: Sensing emotional reactions	266
Lesson 15: Predicting outcomes	
“The New Girl”	267
Lesson 16: Predicting outcomes	268
Lesson 17: Understanding sentence meaning — punctuation	269
Lesson 18: Understanding sentence meaning — the connective <i>and</i>	271
Lesson 19: Understanding sentence meaning — the connective <i>because</i>	272
Lesson 20: Recognizing relationships — cause-effect	273
Lesson 21: Recognizing relationships — cause-effect	275
Lesson 22: Inferring	276
Lesson 23: Inferring	277
Lesson 24: Understanding sentence meaning—pronoun reference	279
Lesson 25: Understanding the main idea	
“Mary Had Two Little Lambs”	281
Lesson 26: Noting details	
“We Like to Play”	283
Lesson 27: Drawing conclusions and making judgments	
“Peter Needs Help”	284

	Page
Lesson 28: Drawing conclusions and making judgments	
"The Sun, the Wind, and the Snowman"	286
Lesson 29: Recognizing relationships — time	
"The Farmer and the Fox"	287
Lesson 30: Recognizing relationships — time	288
Lesson 31: Sensing emotional reactions	289
Lesson 32: Understanding sentence meaning — pronoun reference	290
Lesson 33: Understanding sentence meaning — connectives, <i>and</i> , <i>because</i>	291
Lesson 34: Forming sensory impressions	
"Kitchen Doors"	
"Mix a pancake" Christina Rossetti	292
Lesson 35: Forming sensory impressions	
"Galoshes" (first verse) Rhoda W. Bacmeister	
"Ice" Dorothy Aldis	293
Lesson 36: Inferring	295
Lesson 37: Inferring	296
Lesson 38: Recognizing relationships — space	
"Silly Sally"	297
Lesson 39: Recognizing relationships — space	
"How Ann Went to Visit Grandmother"	298
Lesson 40: Drawing conclusions	299
Lesson 41: Making judgments	300
Lesson 42: Predicting outcomes	302
Lesson 43: Predicting outcomes	303
Lesson 44: Distinguishing fact, fiction, fancy (critical reading)	304
Lesson 45: Distinguishing fact, fiction, fancy (critical reading)	
"The People" Elizabeth Madox Roberts	
"The Elf and the Dormouse" Oliver Herford	
"Bedtime" Eleanor Farjeon	305
Lesson 46: Understanding the main idea	
"The Picnic Lunch" Elizabeth Morison Townshend	307
Lesson 47: Understanding sentence meaning — pronoun reference	308
Lesson 48: Sensing emotional reactions	309
Lesson 49: Sensing emotional reactions	311
Lesson 50: Understanding sentence meaning	311
Lesson 51: Understanding sentence meaning	
"White Horses" Irene F. Pawsey	312
Lesson 52: Noting details	314

LESSON 1

1. Say the nursery rhyme "Sing a Song of Sixpence." Ask for the events and the order in which they happened. As the pupils give the events, list them on the board. Read the list.

Then recite the rhyme again and have the pupils check to make sure all the events have been listed.

SING A SONG OF SIXPENCE

Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.
When the pie was opened,
The birds began to sing.
Wasn't that a dainty dish
To set before the King?

The King was in his counting house
Counting out his money;
The Queen was in her parlor,
Eating bread and honey;
The maid was in the garden,
Hanging out the clothes,
Down came a blackbird
And snapped off her nose.

2. Repeat this procedure using "Old King Cole."

OLD KING COLE

Old King Cole
Was a merry old soul,
And a merry old soul was he;
He called for his pipe,
He called for his bowl,
And he called for his fiddlers three.

Every fiddler, he had a fine fiddle
And a very fine fiddle had he;
Then twee, tweedle-dee,
Tweedle-dee went the fiddlers.
Oh, there's none so rare
As can compare
With King Cole and his fiddlers three!

Pupils use
Practice Book
Page 88,
Column 1

3. Have the pupils read silently each of the following verses in their Practice Books. Discuss the main events in each and the order in which they occur. Do not stress cause-effect at this point, but help pupils to realize that events usually follow in a logical sequence with each leading into the next. Have the pupils underline, in the verses, the words that tell the main events and number each. (The underlining and the numerals are included here for your convenience.)

JACK AND JILL

Jack and Jill

① Jack and Jill went up the hill
To get a pail of water;
② Jack fell down and ③ broke his crown,
And ④ Jill came tumbling after.

Little Miss Muffet

LITTLE MISS MUFFET

① Little Miss Muffet
 Sat on a tuffet,
Eating her curds and whey;
 ② Along came a spider,
And ③ sat down beside her,
 And ④ frightened Miss Muffet away.

There Was an Old
 Woman

THERE WAS AN OLD WOMAN

① There was an old woman
 Who lived in a shoe.
② She had so many children
 She didn't know what to do.
③ She gave them some broth
 Without any bread,
④ She spanked them all soundly
 ⑤ And sent them to bed.

4. Have the pupils name an event from one of the five selections and call upon a classmate to tell what happened before or after.



Recognizing
relationships —
sequence

LESSON 2

Consider each of the following paragraphs separately, using the same general procedure with each:

Pupils use
Practice Book
Page 88,
Column 2

- 1. Have the pupils *read* the paragraph silently. Set a purpose for the reading of each. (Find out (a) how to make a cake; (b) how Ron got to school; (c) how the children made a snowman.)
- 2. Question the pupils as to the sequence of events in each. Encourage reference to and re-reading of the paragraphs where necessary.
- 3. Focus attention on the relation of each event to the one that precedes and the one that follows.
- 4. Guide the pupils to realize that *every sentence* in a paragraph is not necessarily relevant to a given sequence. For example in Paragraph 1, the first and last sentences are not part of the problem (i.e. making a cake). Have the pupils underline the words that tell each event and number them. (The events are listed in the margin for your convenience.)

- ① mix it
- ② put it in pan
- ③ bake it
- 1. Can you make a cake?
 First you mix it.
 Then you put it in a pan.
 Then you bake it.

What do you do next?

- ① walks down the hill
- ② past a store
- ③ past a white house
- ④ past a green house

- 2. Ron is going to school.
He walks down the hill.
Then he walks by a big store.
He walks by a white house.
Next he walks by a green house.

Then he comes to the school.

- ① two big snowballs
- ② a little snowball

- 3. Look at our funny snowman.
First we made two big snowballs.
Then we made a little snowball.
That was the snowman's head.
We made a face for him.
We put a hat on his head.
We got two sticks for his arms.

- ③ a face
- ④ a hat
- ⑤ arms

- ⑥ called him "Joe"

We called our snowman "Joe!"

5. In a subsequent story period, read to the pupils a story with obvious sequence (for example, "The Gingerbread Boy") and have the events re-told in correct order.

Independent Exercises

Practice Book

- 1. Practice Book page 89.
- 2. a) Write on cards the phrases that are in the margin above. Have the pupils arrange them in correct sequence for each paragraph.

b) All the cards can be mixed, and pupils asked to group them as belonging to the first, second, or third paragraph.

Understanding the
main idea

LESSON 3

The following story is to be used to teach the pupils how to find the main idea. It is not advisable to read the story to the pupils, since the lesson is designed to teach *reading* for the main idea, rather than *listening* for the main idea.

Consider each section of the story separately, using the following procedure:

- 1. Pupils read silently to find the main idea. (It may be necessary to review briefly the concept of main idea. At this level it is adequate if it is recognized as "the most important idea" in the story.)
- 2. The main idea is stated orally.
- 3. The main idea is discussed and supported. If the pupils experience difficulty, consider each sentence individually, focussing attention on its contribution to the main idea.

For example:

Pupils might easily give as the main idea, "Susan is too little," since this is repeated several times. In this case a discussion of individual sentences would bring out that

- (a) Susan wants to do what her big brother does;
- (b) Susan wants to do what her father does;
- (c) Susan wants to do what her mother does;

but she is too little. The pupils would then realize that the main idea is likely, "Susan wants to do as older people do, but she is too little." This is re-inforced by the next sentence, "Someday I will be big."

After both sections have been discussed, have a title chosen.

Pupils write the title of the story on line provided in the Practice Book.

Pupils use
Practice Book
Page 90

1. Susan was just a little girl.
She wanted to go to school with Bob.
But she was too little.
She wanted to go to work with her father.
But she was too little.
She wanted to cook dinner for the family.
But she was too little.
"Someday I will be big," she said. "Then I will go to school like Bob,
and go to work like Father, and cook dinner like Mother."

2. Susan wanted to be big.
"You don't have to be big to help," said her mother. "You can help me get dinner."
"Good," said Susan. "I will make a cake."
"Oh, no!" said her mother. "You are too little to make a cake!
But you can get a pan for my cake."
Susan did.
"Now I will peel the potatoes," she said.
"Oh, no!" said her mother. "You are too little to peel potatoes.
But you can get them for me to peel."
Susan did.
"Now I will set the table," said Susan.
"Yes," said her mother. "I will get you what you need."
And she did.

Independent Exercise

In the selection on page 90 of the Practice Book, have pupils (a) underline sentences that tell about Susan wanting to do what others did; (b) circle the sentences that tell what jobs Susan *could* do.

LESSON 4

The selections in Lesson 4 are shorter and the main ideas are less obvious than in Lesson 3.

Follow the general procedure outlined in Lesson 3 with each selection.

After the completion of the three steps of the general procedure, have a title composed for each selection. Suggest that the title be in the form of a question.

Pupils use
Practice Book
Page 91

1. Tom wanted a pet. He said,
 "It can't be a big dog.
 Jim has a big dog.
 It can't be a little cat.
 Nick has a little cat.
 It can't be a noisy pet.
 Bill has a noisy bird.
 I want a little, little pet
 that doesn't make a sound."

2. Tomorrow will be Penny's birthday.
 A parcel came for her today, but
 she can't open it until the morning. She
 looked and looked at it. She felt it.
 She shook it. She showed it to her
 mother and father. She showed it to
 Tom and Jill. She shook it again. And
 she wished tomorrow would come.

3. Ricky looked up the street and he
 looked down the street. He skipped
 into the house. He sat down. He
 jumped up and looked out the window.
 He looked at the clock. He went to the
 door and stood where he could see the
 street. He looked up the street. He
 looked down the street.

Independent Exercises

ON MY OWN
Practice Book

1. Practice Book page 91: ON MY OWN. Discuss the directions with the pupils.
2. Practice Book page 92.

Distinguishing
fact, fiction, fancy
(critical reading)

LESSON 5

Refer to the stories in *Just for Me*. Write these titles on the board: "Trains," "The Pink Horse," "Snow."

Have the pupils *briefly* recall the content of each story.

Ask: Which selection told you true facts about something?

Which selection told about something that couldn't ever really happen?

Introduce the term "make-believe."

Discuss more fully the problem presented in "Snow." Lead the pupils to realize that, while it is possible that this really did happen to a little boy on his way to school, it is equally possible that the selection was just "made up" about something that could have happened.

Have the pupils suggest other titles from *Just for Me* which could have really happened or which could be "just stories."

Give the pupils titles of selections that you have read to them and have these classified as being most like "Trains," "The Pink Horse," or "Snow."

Choose titles so that the distinctions are quite obvious.

Suggested titles:

"Trains": factual readings used in content subjects.

"The Pink Horse": *The Three Little Pigs; The Gingerbread Boy; Little Red Riding Hood.*

"Snow": *Wait for William; Make Way for Ducklings; Angus and the Ducks.*

Distinguishing
fact, fiction, fancy
(critical reading)

LESSON 6

Recall the three story classifications of Lesson 5.

1. Have the pupils tell whether they think the following are titles of (a) selections that give facts; (b) stories that *could* really happen; (c) make-believe stories.

Mr. Bear Writes a Letter
The Fireman
The Birthday Party
Safety on the Playground
The Witch's Broom
How to Care for a Pet
The New Toy
Robbie Goes to the Moon
The Lost Pet

2. Have the pupils read the following and decide what kind of story each might begin. Discuss the reasons for each choice.

1. "Let's make a snowman," said Ben.
2. "Where did I put my hat?" asked the rabbit.
"I can't find my hat!"

Pupils use
Practice Book
Page 93 (top)

3. "I want a bike," said Joe.
"I'll ask Dad to get me one."
4. At school we work and play.
5. Joe's bike went very fast.
It went faster than cars.
It went faster than trains.
And it could fly like an airplane!
6. A policeman has a blue uniform.

Independent Exercise

ON MY OWN

Practice Book page 93: ON MY OWN.

Noting
details

LESSON 7

Have the pupils re-read the three paragraphs of Lesson 4 (Practice Book page 91). Remind the pupils that each one had presented a question. Tell them that in today's paragraphs they can find the answers.

Present the paragraphs singly, using the following procedure with each:

1. Instruct the pupils to read silently and decide whether Tom, Ricky, or Penny is speaking. Tell them to note carefully what is said and decide what kind of pet Tom got; what was in Penny's parcel; what Ricky was waiting for. Allow ample time for detailed reading.

2. Have the pupils give oral answers to detail questions such as the following. Encourage them to re-read the paragraph to locate the answers. Comment on the need to read *carefully* when it is important to remember details.

- (a) Who sent Penny the book?
What nursery rhyme people did she tell about?
Which pictures did she think funny?
Who did she think was pretty?
- (b) Which clown had big, big feet?
Why didn't the cars go fast?
Which clown had a drum?
One clown had balloons. What color was his hat?
Tell what was in the parade, in the order that Ricky saw it.
- (c) What two things does Tom's pet do?
What color are its feet?
Why does it walk so slowly?
Does Tom like his pet?



Again it is important that the pupil *read*, rather than listen to the paragraphs.

Pupils use
Practice Book
Page 94

1. "Look at this!
Grandmother sent it.
It's pretty and it's funny.
See Jack and Jill!
Jack fell down.
That isn't funny.
See Jack jump.
That is funny.
And Little Boy Blue is funny.
He went to sleep.
Look at Little Bo-Peep.
She's pretty.
So is Mary, Mary with her garden."
2. "I like a band, a big band!
And a clown!
He has a red and yellow hat.
He has big, big feet.
I see cars too.
They aren't going fast.
They are following the band.
Here come two clowns.
A big one with a blue hat.
A little one with a green hat.
The little one has yellow balloons.
The big one has a drum."
3. "See what I have.
It's just what I wanted.
It's a little, little pet.
It doesn't make a sound.
It swims in the water.
It walks on my hand.
It can't walk very fast.
Look at its four little feet.
Little black feet.
Little black feet that take little steps on my hand."

Independent Exercise

ON MY OWN

Practice Book page 94: ON MY OWN.

Noting
details

LESSON 8

Recall the story title "The Pink Horse" from *Just for Me*.

Ask the pupils which detail in the title warned them that the story would be about a strange horse.

Review the general outline of the story (bored boys, game of imagining, return to reality).

Have the pupils re-read the story silently and note the unusual details.

Following the reading, have the pupils report orally. List the details on the board under three headings -- the horse, the wagon, the milkman.

If a detail is questioned, have the pupil who reported it read orally the sentence where he noted it.

Independent Exercise

Practice Book

Practice Book page 95.

Forming
sensory
impressions

LESSON 9

Have the pupils read silently the story "A Magic Morning."

Tell them to imagine, as they read, what they would have seen if they had been there. (If you feel the story will present a difficult reading situation for your group, read it aloud as the pupils follow in their books.)

A MAGIC MORNING

Pupils use
Practice
Book Page 96

It was a magic morning for Peter Paul. The airport car hummed. Peter Paul looked at the road.

"It's a runway!" said Peter Paul. "I have wings. I am a jet. I can fly."

Into the airport went the car.

"What a busy place!" said Peter Paul. Fat men, thin men, tall men, short men! All were on the go!

Mothers with babies. And mothers with no babies. All on the go.

Little girls, big girls, small boys, tall boys. All on the go.

Peter Paul went to see the runways. There it was -- the jet -- long, thin, fast!

"My jet," said Peter Paul. "Gate Ten."

Up the steps to the jet went Peter Paul. Up, up, up, and in!

Whish! went the steps and the door. Click, click, click! went the seat belts.

Whoosh! went the jets! Whoosh! Whoosh! Whoosh!

And away went the plane down the runway. Fast, fast, fast!

Faster, faster, faster!

Then up it went. Up, up, up, into the sky.

"Oooh," said Peter Paul, "now I really am flying."

visual
impressions

Discuss the picture presented in each of the first three sections. Encourage the pupils to express different views. Guide them to realize that as we read and form pictures in our minds, we add much to what the words actually state. For example, after reading the first section pupils may

- (a) establish Peter Paul's age, size, description;
- (b) see Peter Paul leaning his elbows on the back of the seat, staring intently down the road;
- (c) describe Peter Paul's companion(s) in the car.

movement

auditory

Instruct the pupils to listen for words or sentences that give a feeling of movement, as you read the last section orally.
Have the pupils find a sentence in (1) the first section, and (2) the last section that describes a sound.
Comment that in the second section no sounds are mentioned. Instruct the pupils to listen as you read this section and then describe the sounds they might hear in this situation.

Have the pupils close their eyes and listen as you read the whole story orally.



It is not expected that the average Grade One pupil will have adequate *oral* reading skill to effectively convey the sensory images in this selection.

Independent Exercises

- ON MY OWN
1. Have pupils underline all the "sound" words in "A Magic Morning."
 2. Practice Book page 96: ON MY OWN.
-

Forming
sensory
impressions

LESSON 10

Tell the pupils that the paragraph on page 97 is about some children going for a walk. Tell them to read it silently and be prepared to tell about what the children saw and how they felt. Instruct them in the use of pictures as word recognition clues.

Pupils use
Practice
Book Page 97

What a lovely day it was! The sun was shining and the sky was blue. The children went for a walk. They saw some flowers by the side of the road. They heard a bird singing in a tree. They saw a chipmunk sitting on a rock. Everything liked the sun.

Following the reading, encourage the expression of different ideas in response to such questions as:

- (1) What was the chipmunk doing?
(eating a nut; scolding the children; basking in the sun)
- (2) Describe the flowers.
- (3) Imitate the bird's song.
- (4) What kind of bird was it?
- (5) Pretend you are with the children. Look at the chipmunk.
How would it feel if you touched it? (soft, warm, furry)
How would the rock feel? (hard, hot, rough)
- (6) Look up at the sun. How do your eyes feel? Hold out your arm. How does the sun feel on your arm?

etc.

Have the class listen as one pupil reads the paragraph.

Independent Exercise

- ON MY OWN
- Practice Book page 97: ON MY OWN. Have the pupils write the answers to the questions.

LESSON 11

Consider each of the following paragraphs separately.

Use the following procedure with each:

1. Read the paragraph to the pupils as they follow. (If you consider your pupils can read it *readily*, have it read silently.)
2. Ask the pupils how the selection made them feel. Ask (a) how Jenny felt; (b) how the boys felt.
3. Instruct the pupils to read silently and note things that contribute to the feelings. Discuss these.
4. Have the paragraph read orally (or read it yourself) as the pupils listen and think of the children's moods.

Pupils use
Practice Book
Page 98 (top)

1. Mother called, and Jenny sat up in her bed.
It didn't look like morning.
Black clouds hid the sun.
Big raindrops splashed at Jenny's window.
A little brown bird sat on a branch.
His head was under his wing.
He looked wet and cold.
Cars and buses splashed down the street.
They looked wet and cold too.
There was no one on the sidewalk.
"I don't like this day," said Jenny.
"I don't like the rain and the cold.
I wish tomorrow would come."

2. What a wonderful fair!
The boys had never had such a day.
Things to see!
Things to do!
Things to eat!
Hot dogs and popcorn!
Popsicles and peanuts!
Races and games!
Even a merry-go-round!
And people, people, people.
Big and little, young and old.
Going here, going there!
All having a good time.

Independent Exercise

illustration to
indicate emotion

Have the pupils illustrate one of the paragraphs. Suggest that they try to show in their pictures how the selection makes them feel.

LESSON 12

Comment that sometimes one sentence of a story can tell us how people feel.

Have each of the following sentences considered, using this procedure:

1. Have the sentence read silently, than orally.
2. Discuss the feeling suggested.
3. Have key words underlined. (Bob ran all the way home to tell his mother the good news.)

Pupils use
Practice Book
Page 98 (bottom)

(a) Bob ran all the way home to tell his mother the good news.

(b) I have wondered and wondered what is in the box.

(c) My new balloon is broken.

(d) Everyone in town was at the circus.

(e) The little lost boy cried and cried.

(f) Jane just knew something exciting was going to happen.

4. Tell the pupils that you will read a very *mysterious* poem. Read Walter de la Mare's poem "Some One." Ask how the speaker feels. Develop a list of words such as the following:

curious
frightened
upset
puzzled

SOME ONE

Some one came knocking
At my wee, small door;
Some one came knocking,
I'm sure--sure--sure;
I listened, I opened,
I looked to left and right,
But nought there was a-stirring
In the still dark night;
Only the busy beetle
Tap-tapping in the wall,
Only from the forest
The screech-owl's call,
Only the cricket whistling
While the dewdrops fall,
So I know not who come knocking,
At all, at all, at all.

Walter de la Mare

Sensing
emotional
reactions
(How do I feel?)

LESSON 13

Suggest that the class think of words that describe how we feel. You will likely get words such as *happy, gay, sad, mad*. Accept these but extend the pupils' vocabulary by giving them other words that express the emotions more exactly. For example:

happy	sad	brave	afraid
merry	unhappy	proud	frightened
gay	mad	content	alarmed
glad	angry		
excited			

Put these words on the board:

words to express
emotions

<i>happy</i>	<i>glad</i>	<i>excited</i>	<i>sad</i>	<i>unhappy</i>
<i>angry</i>	<i>brave</i>	<i>frightened</i>	<i>amused</i>	

As you write and say each word, ask the pupils to give you an incident that would produce that emotion; for example, happy — playing with baby; excited — going to the circus. Strive for preciseness of meaning. (Children often confuse *sad* and *angry*, *happy* and *excited*, for example.)

How do you
feel when ---- ?

Leave the words on the board. Ask the pupils to tell, in one word, how each of the following incidents would make them feel:

sad
frightened

(1) Someone gets hurt.

unhappy
angry

(2) Your big brother teases you.

excited
glad

(3) You are going on a picnic.

excited

(4) You are going to a Big League hockey game.

unhappy
amused

(5) Your baby sister takes your toys.

unhappy
afraid

(6) Mother is cross.

sad
frightened

(7) Your dad reads a story about a baby animal that is lost.

happy
amused

(8) You see some clowns in a parade.

angry
frightened

(9) A kitten is chased by a big dog.

brave

(10) You chase the dog away and rescue the kitten.



This part of the lesson may be taught in a second period.

Pupils
use Practice
Book Page 99

Tell the pupils that what we read makes us feel different ways, too. Have them read each of the following selections and then discuss *how each made them feel*. Encourage them to use the words that you have on the chalkboard and others. Ask the pupils *why* the selections made them feel this way.

1. _____

happy
content
glad

The sky is blue;
The grass is green;
It's the prettiest day
I've ever seen.
The flowers are gay;
Sweet is the air.
I think today
I'll meet a fair____y!

excited

After the discussion, ask the pupils to think of a title for this little poem that reflects their feeling. For example, "Happiness," "I'm Happy Today," "Contentment." Let each pupils write his title on the line allowed for this in his Practice Book.

2. Tim was reading his new book.

It was a beautiful book.

He put it down and went away.

sad
angry
upset

His little sister saw the book.

"I like, I like," she said.

She took the beautiful new book.

She made big pictures on it with her crayons.

"Pretty, pretty," she said.

Poor Tim!

3. Betty couldn't find her doll.

"Where is my dear little doll?" she said.

anger

She looked and looked. She went outside.

Then she saw it! Two boys had her doll.

One said, "I'll take off this arm."

Then the big boy said, "I'll take off the head. Dolls are so silly."

Betty cried, "No, no, no! That's my doll!

Oh, my doll! my doll!"

The big boy laughed. "Dolls are silly," he said. "Who wants an old doll?"



You might get different reactions to this situation from the boys and the girls. *Remember* — the skill that you are teaching is recognition of *reaction* to what is read. We, as adults, do not all react in the same way to writing, and so we should not expect this of children. Respect their opinions.

**Teacher
reads**

The following selection is quite different from the others. Your pupils may not be able to describe how this poem makes them feel. Do not force this verbalization; keep the discussion rather on the level "Did you ever feel like this?" "Have you wondered about other things?"

4. **AGE SIX**

wondering

What is tomorrow?
I don't know.
Shall I be ready for cold and snow?
Shall I be ready for hot or cold,
Or rain, or wind, or new or old?
What will tomorrow be?
How can I guess?
Shall I think no?
Shall I think yes?
Shall I be big?
Shall I be small?
Will it be spring?
Will it be fall?
What will tomorrow be?
How can I know?
Are big people sure?
Do great big people always know how the wind is going to blow?
I don't know. I DON'T KNOW, I DON'T KNOW!

confused

Frances Shelley Wees

Independent Exercises

ON MY OWN

1. Practice Book page 99: ON MY OWN
2. Mimeograph the following exercise (similar to "On My Own"):

<p>(a) Look at the big bump on your head!</p> <p>The bat flew out of John's hand.</p> <p>It came way over here and hit you on the head.</p> <p>Your head hurts!</p>	<p>happy</p> <p>angry</p> <p>afraid</p> <p>glad</p> <p>unhappy</p>
<p>(b) You have the mumps. You have to stay in bed. You can't go out to play ball.</p> <p>You can't talk to your friends. It is hard to eat. Having mumps is no fun!</p>	<p>happy</p> <p>angry</p> <p>afraid</p> <p>glad</p> <p>unhappy</p>

LESSON 14

Sensing
emotional
reactions

(How do story
characters feel?)

Recall with the pupils the words from the previous lesson that can be used to express how we feel. Write these on the board again. Tell them that the people in stories we read often feel the same way we do. Ask the pupils if they can remember a story in the first section of the reader that was about the way someone felt. Help them to recall "The Wrong Side of the Bed." Ask them how Jane felt at the beginning of the story (unhappy, cranky, etc.) and at the end (happy, gay, cheerful, etc.)

Pupils use
Practice Book
Page 100

Have the pupils read the following selection. Discuss how the characters (Tommy, the teacher, the other children) felt. Tommy's feelings changed — he was *happy* — then *frightened* — *very frightened* — then *relieved* — then *amused*. Ask the pupils how the teacher would feel when Tommy first came to her, and then when the candy came out. Why did the other children laugh?

- | | |
|--|--|
| 1. | Tommy had some candy to take to school.
It was hard, round, white peppermint candy. The bell rang,
and Tommy had to run. He popped a peppermint into his mouth. |
| Tommy —
cheerful
happy | |
| excited | He ran into the school. He had to get rid of that candy fast!
But the peppermint candy wouldn't go down! |
| frightened | Tommy began to feel funny. His face got red and he couldn't talk. |
| Teacher —
frightened | He went to the teacher and opened his
mouth.
"Well!" the teacher said. She took Tommy and turned him
upside down. She held him by his feet. She spanked his back very hard. |
| Children —
amused | The other children laughed and laughed. But
Tommy didn't laugh. Then the hard, round, white peppermint
candy fell out of his mouth. |
| Tommy —
relieved
happy
amused | Tommy laughed. He said, "Thank you for
spanking me." |

With the next selection, discuss the feelings of the children and those of Mother. Stress the fact that all the children felt the same even though they were of different ages. Mother was exasperated, perhaps even angry; but she sees the humor and finally is amused. *How* do the pupils know that Mother is amused at the end? How would the children feel now?

- | | |
|--|--|
| 2. | Dinah came into the house. Her
dress was wet. Her face and hands and feet and
hair were wet. She was muddy too. |
| Mother — unhappy
exasperated
angry | "Oh, Dinah!" Mother said.
"I know," Dinah said. "You told
me not to. But I guess I'm too little
to have sense." |
| Dinah — sad
ashamed
uncomfortable | |

Just then Mark came in. He was bigger than Dinah. But he was wet. His face and hands and feet and hair were wet, wet, wet! He was muddy, too.

Mother — angry

“Oh, Mark!” Mother said.

Mark — unhappy
ashamed

“I know,” Mark said. “You told me not to.”

Dinah — amused

Dinah said, “You’re a big boy! I thought big boys had sense!”

Dick — ashamed
unhappy

Just then Dick came in. He was a very big boy. But he was wet too. “I know, Mother,” he said. “I did what you told me not to. I don’t think I’ve got very good sense.”

Mother — angry
amused

Mother looked at them. “I think I’ll put all three of you in the washing machine!” she said.

Independent Exercise

1. In the first selection, have the pupils underline all the sentences that tell *when* Tommy was afraid.
2. In the second selection, have the pupils underline all the sentences that tell that the children *knew* they had done something wrong.

Predicting
outcomes

LESSON 15

Pupils use
Practice Book
Page 101

Have the following selection read one part at a time. At the end of each part, ask the pupils what they think will happen next and *why* they think this. Tell them that their reasons must come from what is stated in the story. Have them underline the clues that helped them to decide on their prediction. (Your copy of the story has the clues underlined.) After the oral responses, have them read the three choices listed and underline their choice.

After the second section has been read, (1) ask the pupils if their first prediction was correct, and (2) decide what will happen next.

Continue in the same manner with the other sections.

THE NEW GIRL

1. A new family came to live on Bay Street. Susan and Joe looked at the new children.

“I want the girl to play with me,” said Susan. “But I don’t want to ask her because I don’t know her yet.”

“That doesn’t matter. Ask her anyway,” said Joe.

Joe asked the new girl to play.
Mother called the children.
Susan asked the new girl to play.

2. "Hello," called Susan. "Can you play with me?"
 "I don't know," said the girl. "But I'd like to.
 I'll ask my mother."
 When she came back, she said, "I'm sorry, I must help Mother. Then I'll play with you."

The new girl went to help her mother.
Susan went to help her mother.
Susan went to help the new girl.

3. "The new girl helps her mother," said Susan. "Maybe my mother needs help too.
 "Mother, can I help you?" asked Susan.
 "How nice, Susan," said Mother. "I do need help. The baby is crying."

Susan went out to play.
Susan played with Baby.
Susan played with a friend.

4. Soon Baby was happy again.
 "Thank you, Susan," said Mother. "You're a big help. I'll look
 after the baby now. You may run and play."
 Just then Susan saw the new girl at the door.

Susan went out to play with the new girl.
Susan went out to play with Baby.
Susan went out to play with Joe.

Independent Exercise

Have the pupils read page 101 again, and underline in each box, the *correct* predictions.

Predicting **LESSON 16**
outcomes

In this lesson the pupils are asked to read longer selections that have no endings. The pupils should read each selection and, on the basis of the facts in the selection, decide what will happen. For example, in the selection about Mary Ann, pupils should decide that Mary Ann did *not* get the cake when she stopped crying because Mother had said "No" very firmly and was not upset at all by Mary Ann's crying. But the pupils may decide on other details that could vary. For example, Mary Ann stopped crying right away; Mary Ann went into the room and cried for awhile, then came out smiling, and so on.

After discussing possible outcomes, it is suggested that the pupils write their own endings. In the pupil's Practice Book lines have been provided for this purpose. With the slower pupils, you will probably want to decide on a composite ending which the pupils can copy from the board *or* you may wish to end the lesson with the oral discussion.

1. Mary Ann was angry.
She wanted cake.
She wanted one, two, three, four, five, six, seven pieces of cake.
Mother said, "No, dear. That rich cake is not for such very little girls."
So Mary Ann began to cry.
"I'll cry and cry and cry," Mary Ann said to herself.
"Then I'll get what I want."
But Mother just said, "Come here, dear. This little room is a crying room. Go in there and cry and cry and cry. That's what a crying room is for!"

What do you think happened then?

2. Johnnie's mother wanted him to go to the store. She wanted some bread and some milk.
Johnnie said, "Can I get an ice-cream cone?"
Mother said, "No, you spent all your own money for candy. Here is some money to pay for the bread and milk. You will get some change. Be sure to bring it all back."
At the store, Johnnie saw a little toy airplane.
"I wish I could have that airplane," he said.

What do you think he did?

Independent Exercise

Practice Book

Practice Book page 103.

Understanding
sentence
meaning —
punctuation

LESSON 17

The objective of this lesson is to check pupils' understanding of the function of punctuation marks — that they help the reader to understand what the author means, and, in oral reading, that they indicate at least some of the intonation patterns necessary.

Put the following sentences on the board:

1. I like my little dog.
2. Are you going away?
3. Look at that!
4. Mother said, "You are a good boy."

Have the pupils read each sentence silently. Then discuss each from the viewpoint of function and punctuation:

1. a sentence that tells us something — the period tells us that that is the end of an idea;
2. a sentence that asks something — the question mark tells us that this is a question;
3. a sentence that tells you to do something — the exclamation mark tells us that we read it more sharply, with more emphasis, (Other sentences that use the exclamation mark show delight, surprise, or fear.)

4. a sentence that tells us who said something and what they said — the comma separates the part that tells us *who* from the part that tells us *what* — the quotation marks tell us that this is what the speaker said.

Indicate also that these punctuation marks help us to read sentences orally. We know where to make our voices go higher or lower, get louder or softer. Have each sentence read orally with the proper inflection.

Write the following sentences on the board:

I am looking at you.

Look, look at me!

Will you look at me?

"I will look," said Sam.

Have the pupils read the sentences silently. Direct them to decide how they will read each orally. Have them read aloud. Insist on proper intonation and then discuss how the pupils knew *how* to read them. Discuss with the pupils that punctuation marks also help us to know how people in a story feel.

Independent Exercises

1. Have the pupils look at pages 48–50 of the story "When Mark Left Home" and find examples of sentences that use punctuation to show how people feel. Have the sentences read orally in a way that shows the pupils understand the feelings.

2. Mimeograph the following sentences:

Put that down!
Why did you hit me?
You are mean.

The sky is red, and orange, and gold.
What a pretty sunset!
Does the sun make all those colors?

Once upon a time there was a big bear.
How big he was!
How strong he looked!
Are you afraid of a bear, Mr. Lion?
The lion roared, "No! No! No!"

Have the pupils mark

- all the questions: red
- the sentences that show surprise or fear: green
- the sentences that tell something: blue
- the sentences that tell us what someone said: black

To check the exercise, have the pupils read the sentences orally.

Understanding
sentence
meaning —
the connective
and

LESSON 18

1. Write the following pairs of words on the chalkboard:

boys and girls

Mother and Father

black and white

cut and paste

Have the pupils read these phrases and note the use of “and” in all of them. Discuss the function of *and* as joining two words that seem to belong together.

Have the pupils contribute other pairs of words that seem always to go together and that are usually joined by *and*.

2. Write on the chalkboard:

Mother can sing.

Father can sing.

Suggest that sometimes we can use one sentence instead of two by using *and*. How could we make one sentence from those on the board?

Mother and Father can sing.

Ask if this sentence tells the same thing as the *two* sentences.

Continue with these pairs of sentences:

Boys play.

Girls play.

The book is red.

The book is blue.

Baby will walk.

Baby will talk.

I can go up.

I can go down.

3. To ensure that pupils understand that in a sentence where they see *and* there are two thoughts, put this sentence on the board:

He likes the cake and the candy.

Have the pupils note that there are two ideas and have them expressed in two sentences.

He likes the cake.

He likes the candy.

Continue with the following sentences:

Tom plays with his car and bus.

There are big and little trees.

I can read and write.

It is raining and blowing outside.

Jane and Susie go to the store.

joining the
ideas in two
sentences

two ideas in a
sentence with
and

Understanding
sentence
meaning —
the connective
because

LESSON 19

1. Write the following sentences on the board:

I like Saturdays because I can go fishing.
It is quiet because the baby is asleep.
I am sad because the snow is all gone.

Have the pupils note the similarity in the sentences — all of them use *because*. Recall that when you worked with *and*, two ideas are sometimes put in one sentence. Have the pupils look at these sentences and note that each contains two ideas. Ask what the part beginning with *because* tells us.

two ideas—
one gives the
reason

2. Have the pupils read silently the following selection:

Pupils use
Practice Book
Page 104
(top)

I run because I'm peppy
And sing because I'm glad.
I pout when I feel grumpy
And cry when I am sad.

I laugh when I feel happy
And smile because I'm gay.
Because I have so many friends,
I often feel this way.

Because I love my kitten,
I snuggle close to her,
And pat her very gently,
And listen to her purr.

When I hear Daddy coming,
I always run and hide,
Because I know he'll look for me
As soon as he's inside.

On one side of the board list some of the things that the person in the verses did:

I run
I sing
I pout
I cry
I laugh
I smile
I feel this way
I snuggle
I hide

Have the pupils pick out the reasons given for these feelings and actions. Write the *because* part next to the main clause, thus

I run because I'm peppy.
I sing because I'm glad.
I pout -----

(Note that there is no *because* ending for this. There is a difference between a "cause or reason" clause and a "time" clause, "when I feel grumpy.")

I cry -----
I laugh -----
I smile because I'm gay.

Continue until they're finished.

Independent Exercise

ON MY OWN

Practice Book page 104: ON MY OWN.

Recognizing
relationships —
cause - effect

LESSON 20

Have the pupils read the following selections. Discuss the cause-effect relationships found in each. Suggested questions for each selection are given.

Pupils use
Practice Book
Page 105

1. Jack and Jill went up the hill.
But Jack did not walk with Jill.
He ran fast to show off.
But he didn't see the big stick.
He tripped! He fell!
All the way to the bottom of the hill.

There are a series of cause-effect relationships in this short selection. Bring all of them out by questioning.

effect

- How did Jack go up the hill?
(he ran as fast as he could)

cause

- Why did he run so fast?
(to show off to Jill)

cause
effect

- Because he was running so fast, what didn't he see?
(he didn't see the stick)

cause
effect

- Because he didn't see the stick, what happened?
(he tripped and fell)

You might want to list these ideas on the board. On one side write “What Happened”; on the other “Why It Happened.” For this first selection your chart would look like this:

What Happened

Jack ran fast
He did not see the stick
He tripped and fell

Why It Happened

to show off
because he was running so fast
because the stick was in his way

Continue in this pattern with the following selections:

2. Little Miss Muffet sat on a tuffet,
Eating her curds and whey.
“Ugh! She hated curds and whey,
but her mother made her eat it.
Just then she saw her pet spider.
“I know,” she said, “I’ll
pretend to be scared of it.”
She screamed! She jumped up!
And spilled the curds and whey all
over!

Questions:

- (a) Why was Miss Muffet sitting on a tuffet?
- (b) Why was she eating curds and whey?
- (c) Why did the curds and whey spill?
- (d) Why did she want to spill her curds and whey?

3. Little Boy Blue, come blow your horn.
“Why? Why do I have to blow that
horn all day long? I’m tired.”
So Boy Blue just crawled under the
haystack and went to sleep. When he
woke up, he went to find his sheep.
But it was gone! He looked and looked
But it was gone.
Then he remembered — the sheep was
in the meadow, and he had not called
it back. His pet sheep was lost!
Boy Blue was hungry. He wanted
his dinner. Yum! Yum! They were
going to have corn!
But his mother said, “Oh, no! No
corn for dinner. You let the cow
eat it all up!”
Poor Boy Blue.

Questions:

- (a) Why did Boy Blue crawl under the haystack?
- (b) Why was he tired?
- (c) What happened because he went to sleep?
- (d) Why couldn’t Boy Blue have corn for dinner?

4. Ding, dong, bell!
 Pussy's in the well!
 Who put her in?
 "I didn't! I didn't!" said Johnny
 Green. "I wouldn't hurt a little pussy
 cat. The cat was sitting looking in
 the well. I think she heard a mouse.
 She jumped! Poor Pussy! She forgot
 she was sitting by a well!"
 "Johnny Stout!
 Johnny Stout! Please help pull Pussy out!"

Questions:

- (a) Why wouldn't Johnny put a pussy cat in the well?
 (b) How did the cat get in the well?
 (c) Why did she jump in?

Independent Exercise

Practice Book

Practice Book page 106.

Recognizing
 relationships –
 cause-effect

LESSON 21

Guide the reading of the selection to bring out the cause-effect relationships. Ask a question; pupils read until they find the answer. Build up a chart of causes and effects on the chalkboard as you go along. (Follow the pattern as suggested in Lesson 20)

Suggested
 questions

- (a) Why did Keith's mother and dad tell him not to go into the woods?
 (b) What happened because of the wind?
 (c) Why did Keith go into the woods?
 (d) Why did Keith bump into a tree and fall in a hole?
 (e) Why did Keith climb a tree?
 (f) Why did he decide to go home?
 (g) Why was his mother crying?

The chart should look something like this:

<u>What Happened</u>	<u>Why It Happened</u>
Keith told not to go into the woods	his yard was big enough to play in
The airplane flew into the woods	the wind blew it
Keith ran into the woods	he wanted to find his plane
He bumped into a tree and fell in a hole	he was looking up into the trees
He climbed a tree	he could see farther
He went home	he saw his mother looking for him
His mother was crying	she thought he was lost

Selection:

Keith was a little boy who lived in a house near some woods. His yard went right up to the trees. It was a big, big yard. Keith's dad and mother told him not to go into the woods because he had lots of room to play in the yard.

One day, Keith was playing all by himself. He had a little airplane that would fly. Keith would throw it up into the air, and the little plane would fly across the yard.

But then, just as Keith threw the plane, a puff of wind came along. It took the plane, and blew it way, way into the woods.

"My plane! My plane!" cried Keith. "I have to find it."

He forgot what his dad had said and he ran into the woods. He looked and looked for his plane. He went this way and that way, but he couldn't see the toy airplane.

Then he thought, "Maybe I've been looking in the wrong place. Maybe I should look *up* in the trees. Maybe my plane is caught in the trees."

So Keith walked around in the woods, looking up into the trees. He bumped into a tree. He fell

over a log. He fell into a hole. But he didn't see his plane.

Then he thought, "Maybe if I *climb* a tree, I'll see it."

So up a tree went Keith. When he got way, way up, he could see a long way. But he didn't see his airplane. He *did* see his mother and some other people in his yard.

"Oh," said Keith, "Mother thinks I'm lost. I'd better go home."

He climbed down from the tree and ran and ran until he got to the yard.

When he called "Mom!" his mother came running. She hugged him, and Keith saw that she was crying.

"Don't ever run away again, please, Keith," said his mother.

"But I was just looking for my airplane. It's lost. Now how will I find it?"

"Your dad will help you when he comes home," said his mother. "Always ask your dad or me before you leave the yard."

"O.K.," said Keith.

Independent Exercise

Practice Book

1. Practice Book page 108.

Inferring **LESSON 22**

Write the following on the board:

I don't have to go to bed at seven o'clock tonight.
There is no school tomorrow.

Ask, "What day is it? How do you know?" Be sure that the pupils understand that there are several possibilities here because there is so little information.

Add another line:

But we will go to church.
— Now what day is it?

Comment that we are now as sure as we can be without the writer actually stating that it is Saturday.

Use the following sentences and questions. Discuss the pupils' answers to make them aware that they are not just guessing, but that there are definite clues that make an answer almost certain.

Have the pupils read the selections *silently*. You are trying to make them think as they *read*.

1. The ball is away up there, but Tom can get it.

– **How big is Tom?**

2. Wake up! Wake up, Daddy!

– **What is Daddy doing?**

3. Isn't it beautiful? Look at the motor. Now we can go for a ride on the lake.

– **What has the family bought?**

4. "What a pretty cake," said Miss Smith. "Who made it?"
"I know," said Tim. "I saw it at home last night."

– **Who made the cake?**

5. "The boy or girl who finds the most shells will be the winner," said Mrs. Brown. "I have a book for the winner."
Danny got the book.

– **Who found the most shells?**

Inferring **LESSON 23**

Have the pupils read silently each of the following selections. Discuss each from the standpoint of "reading between the lines."

Some questions are included for your guidance. Note that for selections 1 and 3, two sets of questions are given (for Group A and Group B).

1. "I can't find my skates," Tony said.
"I can't find them anywhere.
I never can find my skates. Never.
Someone always takes my skates!"
"Is that so?" Mother said.
"I have to have my skates," Tony told her.
"Today is the skating party at school.
Someone has taken my skates *again*!"
"Are you sure?" Mother asked, as she
looked out the window.
"Oh," said Tony. "Oh."

Suggested questions

B

What is Tony looking for?

Has he lost his skates before?

How do you know?

Why does Tony want his skates?

What did Mother ask?

What did she do as she asked, "Are you sure?"

What did she see?

Did Tony guess what she saw?

Remark that the story doesn't really *say* all these things in words, but it *means* them. When we read, we must think about the words and sentences so we really understand what the writer wants to tell us.

A

Had *someone* taken Tony's skates?

How do you know? (By the way Mother acted)

Had Tony lost his skates before?

How do you know? (Someone has taken my skates *again*.)

Did Mother know where Tony's skates were? How do you know? (her answers and looking out the window)

Did Tony finally realize where his skates were? How do you know? How do you think Tony felt then?

2. "I have money in my bank," Letty said.
 "I have money in my bank too," said Tom.
 "It's time to spend our money," Letty said.
 "Yes, it is," said Tom.
 "It's going to snow, I'm sure of that," Letty said.
 "Oh, it must snow!" Tom said. "It isn't any good without snow."
 "No," said Letty. "It just isn't right without snow."

What isn't?

Suggested questions

- (a) **What isn't right without snow?** (Christmas)
- (b) **How did you decide it was Christmas the children were talking about?**
 (saving money, "It isn't right without snow."; spending money)
- (c) **What do you think the children will buy?**

3. Martin ran home from school. He was hungry.
 "You may have a glass of milk and a sandwich," Mother said.
 "I have to go and get Billy. He's in trouble again over at Tom's house."
 "A sandwich?" Martin said. "May I have any kind I like?"
 "Yes, yes," Mother said. "Anything. You may have anything you like." And she ran out the door.
 Martin looked into the cupboard. He looked into the refrigerator.
 "Well, that's what she said," he told himself. "I can have anything I like. What do I like? I like things that are sweet. I like things that are cold. I like some sour things too. Oh, boy! Oh, boy! I can have ANYTHING I like!"

What did Martin put in his sandwich?

BSuggested
questions

Where is Mother going? Why?

What did Martin ask her?

Why did she say he could have any-
thing he liked?

What might he have?

What sentences tell what he might have?

Within this broad framework, let the pupils decide what kind of sandwich Martin
had.**A**Why did Mother say Martin could have
anything he liked?What sentences in the selection will
you use to help you decide what Martin
will have in his sandwich?

read this ending

After the discussion, you might wish to read the following ending to this episode.
Ask the pupils to listen to see whether they hear any of their choices.

Honey and pickles and strawberry jam
 Butter and lettuce, some nice cold ham,
 Olives and celery, jelly and cheese
 Cookies and Christmas cake, all of these

I can have.

Catsup and cocoa and crackers and cream,
 Peanut butter and raisins, doesn't this seem
 Such a lot of good things? I can put them together
 And make a big sandwich but whether, oh, whether

I'd like it

Would you?

Independent ExercisesON MY OWN
Practice Book

1. Practice Book page 110: ON MY OWN.
2. Practice Book page 111.

Understanding
sentence meaning —
pronoun reference**LESSON 24**

1. Write these sentences on the board:

**Father is coming home. Father is driving Father's car.
 Here Father is!**

- Why do the sentences sound strange?
- What can we use instead of "Father"? "Father's"?

he
his

Rewrite the sentences using *he* and *his*.

– Should we replace every “Father” with “he”? Why not?

she
her, you
me, my, I
they, your, you
we, us
it

2. What word could you use to mean

- Mother?
- yourself?
- Tom and Joe?
- you and a friend?
- the school?

3. Have the pupils read the following selection. After reading, discuss the pronouns. To whom does each refer? You may want to rewrite the paragraph on the board putting in names instead of pronouns to help the pupils see how awkward it would sound if there were no pronouns.

Pupils use
Practice Book
Page 112
(top)

- (1) “It’s so hot. Let’s sit down,” said Sam.
 “We can sit on the sand,” said Mike.
 “I don’t like to sit there,” said Sam.
 “It’s too wet.”
 Mike sat down.
 “I’ll bet you are wet,” said Sam.
 Mike said, “Not yet.”

4. In the next selection, have the pupils note the underlined words, then find a pronoun that stands for the underlined words.

- (2) “I see three big balls,” said Sue.
 “They are all pretty.”
 “I want the red ball,” said Mary.
 “It will be my ball.”
Sue said, “I see Tom. Let’s take the yellow ball to him.”
 “Two girls and a boy. We all have balls now,” said Mary.
Mother called. She wanted them to come to her.
 “Take your ball,” said Mary to Sue.
 “I can’t see my ball. Where is it?”
Sue looked and looked. Then Mary got it for her.
 “We will run home to Mother now,” said Mary to Sue.

Independent Exercise

ON MY OWN

Practice Book page 112: ON MY OWN.

In this lesson pupils are asked to read a longer selection. The selection is divided into parts (indicated by lines). The main idea of each part should be discussed immediately after reading. After the selection has been completed, the main idea of the whole story should be chosen.

Suggested questions follow the story.

Pupils use
Practice Book
Pages 113, 114

MARY HAD TWO LITTLE LAMBS

1. Mary was a little girl who was only four. She lived on a farm with her father and mother, and her brothers and sisters.

Mary liked their farm because she liked all the animals. She liked the big brown horse and the little colt. And Mary liked the big white hen and the little yellow chickens.

Best of all Mary liked the little lambs. She played with them and she talked to them. The sheep saw her come every day, and knew that Mary wouldn't hurt the lambs. All but one.

2. One sheep was very, very old. She didn't like anyone or anything, but her two pretty little lambs. She bunted other little lambs that came too close. She chased Mary's dog right across the yard. She ran after a cat that was passing by. She stamped her foot at Mary's father. He called the sheep Old Crosspatch.

"Don't touch her lambs!" he told Mary. "Our old Crosspatch bunts anything that goes near them."

3. Mary would go and play with the other little lambs, but she would just look at Old Crosspatch's twins. She didn't touch them. And she didn't like that Old Crosspatch. But every day she said, "Her little lambs with the black faces are the nicest lambs of all. They are too nice for such a mean old mother." Still, Mary didn't go near them.

But one afternoon when Mary came along, Old Crosspatch was eating. She had left her lambs sleeping in the sun.

"Just look at them!" said Mary. "They ARE too nice for that old sheep. I'll take them away from her. I'll take them home with me. I'll look after them and be nice to them."

Quick as a wink, she picked up the lambs, and off she went.

4. "Maaa," called the lambs.

Maybe Mary didn't like Old Crosspatch but they did! She was their mother and they wanted her now.

"Maaaa!" Maaa!"

"Baaa!" answered Old Crosspatch. And she came running after them.

Mary heard her and tried to run, but she couldn't go very fast.

Crosspatch was coming closer. "Baaa," she called.

"Dad," called Mary. "Dad, come and help me!"

Mary's father heard her and he heard that Old Crosspatch. He came running from his work.

"Don't, Mary!" he yelled. "Let the lambs go! Quick!"

Mary didn't want to let the lambs go, but she knew she must do as her father said — when he shouted like *that*.

She dropped the two little lambs and ran to her dad. "I wanted them," she cried. "They need a nice mother. I don't want that mean old sheep to have them. You get them, Dad. I'm scared of her."

5. "But look, Mary," said her father. "Look at the lambs now."

Mary looked up. Old Crosspatch was so glad to have her lambs back that she had forgotten about Mary. The two lambs were so happy to be back with Old Crosspatch. They ran off beside her. She was their mother, and they knew she would take care of them.

"They like her!" said Mary.

"Yes," said her dad. "Maybe she's an Old Crosspatch to us but she's a good mother and looks after those lambs of hers."

"Just like you and Mom look after me!" said Mary. "When I was scared, I called, and you came. When the lambs were scared, they called, and Old Crosspatch came."

"That's right," said Mary's dad.

Mary went to tell her mother that the lambs liked Old Crosspatch.

And Old Crosspatch stamped her foot at a cat that was passing by.

Suggested comments and questions to bring out the main idea:

Part 1:



Recall with the pupils the term "main idea." You might check their understanding of the term by recalling one or two stories of the previous section and ask what the main idea of each was.

When pupils have finished reading the first part, ask:

Did Mary like living on a farm?

Why?

What animals did she like best of all?

What is the main idea of this part?

(Mary liked all animals but liked the lambs best.)

Part 2:

Which animal did Mary not like?

Why?

Why did Mary's father tell her not to touch Old Crosspatch's lambs?

What is the main idea of the part?

(One sheep was very cross and Mary could not touch her lambs.)

Part 3:

Which lambs did Mary think were the nicest?

What did Mary decide to do?

Did she do it?

What is the main idea?

(Mary took the lambs because she thought they were too nice for such a cross mother.)

Part 4:

Were the lambs glad Mary took them away?

How do you know?

Why did Mary drop the lambs?

What is the main idea?

(The lambs called their mother, and Mary's father made her drop the lambs before Old Crosspatch could hurt her.)

Part 5:

Why were the lambs glad to be with their mother?

Why was Mary surprised?

What is the main idea?

(Baby animals need their mother to look after them just as children do.)

What is the main idea of the whole story?

Does the title of this story tell us the main idea?

Can you think of another title that does?

Independent Exercise

Practice Book

1. Practice Book page 115.

Noting
details

LESSON 26

Have the pupils read the following selection.

Tell them that when they have finished, you will ask them questions about details. Comment that since you want them to remember all the details, they must read slowly and carefully, thinking about each part as they read it.

WE LIKE TO PLAY

Pupils use
Practice Book
Page 116
(top)

"I want to go to Sally's house," said Mary. "It is fun at her house. Her mother gives us cookies to eat. Sally has a big play-room with lots of toys."

"I want to go to Patty's house," said Jane. "It is fun at her house. She has two little puppies. She has a pet bird that can talk. We play with the pets."

"I want to go to Mary's house," said Sally. "It is fun at her house. Her big sister reads to us. We all play school."

"I want to go to Jane's house," said Patty. "It is fun at her house. Her mother lets us look at TV. We can look at anything we want to. We dance and sing, too."

They all said, "Where will we go?"

When the pupils are finished reading, ask such questions as the following:

(Allow the pupils to refer to the selection, if they cannot answer the questions.)

details

- 1) What were the girls' names?
- 2) What one thing did all the girls say?
- 3) Who has dogs for pets?
- 4) How many dogs does she have?
- 5) At whose house do the girls sing?
- 6) Whose mother gives them cookies?
- 7) Whose mother lets them look at TV?
- 8) Who has a big sister?
- 9) Does she play with the little girls?
How do you know?
- 10) What program do the girls look at on TV?

Finish the lesson by letting the pupils speculate about the last statement. What solution might the girls find to their problem?

Independent Exercise

ON MY OWN

1. Practice Book page 116: ON MY OWN.

Drawing
conclusions
and making
judgments

LESSON 27



The abilities to draw conclusions from what is read and to form judgments about the ideas presented are most important reading skills. A conclusion is based on the facts or inferences drawn from the material read. A judgment is formed when the individual evaluates the ideas on the basis of his own experience and values. At the Grade One level, because of the simplicity of the material, the inferences, conclusions, and judgments are very simple ones. Nevertheless, it is important, even at this early age, to *teach* children *how* to think as they read.

Previously, lessons were suggested to help the pupil make inferences. The next step is the forming of conclusions and details from inferences. Since a conclusion sums up the ideas presented, it should be evaluated by the reader. The following two lessons are designed to direct children in drawing conclusions and forming judgments about them. The pattern of questioning is the most important factor here. Questions must elicit details, inferences, conclusions, and judgments without using these terms. If you do not follow the questions suggested in the lesson plan, plan your own questions carefully to establish the correct thought pattern. Furthermore, after the answer to each question has been given, you should discuss with the pupils the evidence to support their answers. ("Why did you say that? How do you know?")



Note that there are two sets of questions for the two groups of pupils.

PETER NEEDS HELP

Selection 1

Pupils use
Practice Book
Page 117

1. Peter said, "Oh, my puppy! my puppy! My little puppy is away down in that big hole. What will I do? What will I do?"
The hole the puppy was in was very deep, and the dirt all around it was very soft. Some men had just dug the hole, and the dirt kept falling into it. Peter started to cry.
Then he said, "This won't help my puppy. I must lie down at the edge of the hole and pull him out." But then he looked again.
Peter said, "No, lying down by the hole is not a good thing to do. I'm not a big man yet and I might fall in, too. I need help."
And Peter ran to find someone to help his little dog.

Suggested
questions

B

A

inference

Where did Peter find his puppy? -----

details

What was the hole like?

When had it been dug?

What was it like around the edge?

inference

How did the puppy get into the hole?

details

What did Peter do first?

How did Peter think he would save
his puppy?Why did he decide it was not a good idea to try to pull
his puppy out?

inference

Who could Peter get to help him? -----

Peter's decision was to go for help.

conclusion

Was this a good decision? Why? -----

judgment

Was Peter a wise boy? Why? -----

Would you do as Peter did? Why? -----

Selection 2

2.

One day Karen asked, "May I take Tag out for a walk?"

"No," said Bobby. "He's MY dog."

"Then don't forget," said Dad, "you will have to feed
your dog and get up to let him out. You will have to give him
a bath, and keep him out of your mother's flowers."

"I will, Dad," said Bobby.

One day Bob was in a hurry.

"Please feed Tag for me, Karen," he said.

"No," said Karen. "Tag is YOUR dog."

Next day Bobby wanted to play ball. "Will you give Tag
his bath, Mom?" he asked.

"No, he's YOUR dog," said his mother.

That night Bobby was watching TV. Tag was barking.

"Tag wants to go out, Bobby," said his dad.

"Will you let him out?" asked Bob.

"No, Bobby."

Suggested
questions

B

A

detail

What did Karen ask?

inference

Why wouldn't Bob let Karen take his dog out?

What things did Dad tell Bob he

would have to do?

What did Bob promise his dad? -----

conclusion

Did Bob plan to take good care of his pet?

What did Bob ask Karen to do?

details

What did Bob ask his mother to do?

What did Bob ask his dad to do?

inference

Why would no one help Bob? -----

inference

Did Tag interfere with Bob's play?

conclusion

What does Bob learn about having a pet?

inference

If Karen asked again to take Tag out, do you think Bob
would still say, "No, Tag is my dog?" Why?

judgment

How was Bob behaving? ----- (selfishly)

Was Bob's family right in not helping him? Why?

LESSON 28

Follow the same procedure as in Lesson 27.

THE SUN, THE WIND, AND THE SNOWMAN

Pupils use
Practice Book
Page 118

One day the Sun and the Wind met on a road.
The Sun said, "Have you seen the Snowman standing beside the gate?"
"Yes, he stands there all day and all night, too," said the Wind. "He doesn't turn his head. He doesn't walk around. He just stands and holds his stick. I'm going to play with him."
"That will be fun," said the Sun. "I would like to play with him too."
The Wind saw the old Snowman's hat. Away it went!
"Oh," said the Snowman. "My hat is gone. Where can it be?"
While the Snowman was looking for his hat, the Wind took his stick.
"Oh, oh!" said the old Snowman. "First I lost my hat. Now I've lost my stick. I must have dropped it. Where can it be?"
"I'll make him run," said the Sun. "I'll shine on him and make him very hot. Just watch me!"
"Oh, dear, dear!" said the Snowman. "I don't like the Sun. He makes me too hot. I must run away from him."
The Snowman began to run. He was so hot that he dropped his old coat.
All day long he ran away from the Wind and the Sun.
When night came, the Sun and the Wind went off to bed.
The next morning they came back to play with the Snowman again.
The Sun looked and looked for him.
The Wind called and called.
But they never found the old Snowman again.

Suggested questions	B	A
detail	Where is the snowman? What does he do? What does he not do?	
inference	Why did the snowman not move or run around?	
detail	Who went to play with him?	
inference	What happened to the snowman's hat? What did the snowman do?	
inference	How did the wind take the snowman's stick? What did the snowman think happened to his stick?	
judgment	Was the wind a good playmate for the snowman? Why?	
detail	What did the sun decide to do to the snowman?	
inference	Why did the snowman want to run away? How could the snowman run away from the sun? What did the snowman do all day?	

inference
conclusion

What was really happening to the snowman?
Why could the sun and the wind not find the snowman
the next day?

Independent Exercise

ON MY OWN

1. Practice Book page 118: ON MY OWN.

Recognizing
relationships—
time

LESSON 29

Recall with the pupils the story "The Big Parade." Discuss

- when the story took place (probably in the morning)
- the question of whether the story took place all at once or whether it took a short time or a long time. Bring out the idea that Ken didn't get lost until after the parade had all passed one place. How long might this take? Did the story tell us?
- a probable time-table for the day; for example:
8 A.M. - Ken came to the city
9 A.M. - the parade started
11 A.M. - the parade was over
11:15 A.M. - Ken was lost
11:30 A.M. - Ken found his mother
12:00 Noon - Ken and his mother caught their bus

Emphasize the idea that you are *imagining* this is the time schedule; that the writer didn't tell us exactly.

However, in some stories writers do use words that tell us *when* some of the things happened. Direct the pupils to read the story "The Farmer and the Fox" and as they read, to pay particular attention to words that tell *when* something happened.

THE FARMER AND THE FOX

Pupils use
Practice Book
Page 119
(top)

A fox killed a hen one bright, sunny morning.
Just as the fox was going to run off with the hen, the farmer came out of the barn.
When the fox saw the farmer coming, he dropped the hen.
Away he ran as fast as he could run.
By and by the farmer found the dead hen.
"A fox must have done this," the farmer said. "I'll get him when he comes back. I'll go to the house right now and get my gun."
"But the sly fox won't come again in daylight," said the farmer's wife.
"Then I'll wait until night," said the farmer.
That night the fox came back for his hen.
But the farmer was waiting.
Bang!
And that was the end of the fox.

words that tell
us *when*

one morning

one morning

*Just as the fox
was going to run off*

*fox starting off
farmer coming
out of barn*

Just as

*when he saw the
farmer*

By and by

right away

until night

That night

Ask questions such as the following to bring out the relationships of time (emphasize the words used in the story):

- (a) When did the fox kill the hen?
- (b) When did the story begin?
- (c) When did the farmer come out of the barn?
- (d) What two things happened at the same time?
- (e) What words tell us that these things did happen at the same time?
- (f) When did the fox run away?
- (g) When did the farmer find the dead hen?
- (h) When did the farmer go to the house?
- (i) What words tell us how long the farmer waited?
- (j) When did the fox come back?
- (k) What happened when he came back? How do you know?

Independent Exercises

1. Have the pupils go back to the story in their Practice Books and, independently, underline all the words that tell *when*.

ON MY OWN

2. Practice Book page 119: ON MY OWN.

Recognizing
relationships—
time

LESSON 30

Have the pupils re-read the story used for Lesson 28, “The Sun, the Wind, and the Snowman.” Direct them to watch for words that tell us when something happened.

Words that tell
when an event
took place.

When the pupils have finished reading, put *What* on one side of the board, and *When* on the other. As you write an event under *What*, tell the pupils to find out from the story *When* it happened. Then record the answer. Your chart should look somewhat like the following:

<u>What</u>	<u>When</u>
The Sun and Wind met.	<u>One day</u>
The Snowman stands by the gate.	<u>All day</u> and <u>all night</u>
The Wind had some fun with the Snowman.	<u>One day</u>

The Wind took the stick.

The Sun made him run.

The Snowman ran away.

The Sun and the Wind went to bed.

The Sun and the Wind couldn't
find the Snowman.

While the Snowman

was looking for his hat

Now

All day long

When night came

The next morning

total time for
a story

Finish the lesson by asking the pupils how long a period the story covered. Discuss the answers. Be sure to accept pupils' opinions if they have a logical justification.

Independent Exercise

Practice Book

1. Practice Book page 120.

Sensing
emotional
reactions

LESSON 31

Have the pupils read again the story for Lesson 25, "Mary Had Two Little Lambs." Before the pupils begin, tell them to think, as they read, about how each person or animal in this story feels. Suggest that they think of some words that describe these feelings.

Pupils use
Practice Book
Pages 113,114

When the pupils have finished the story, guide their thinking related to emotional reactions by questions such as the following. Encourage pupils to give words that are as descriptive as possible.

happy
contented

Part 1: What word could tell us how Mary felt about living on a farm?

cross *angry*
bad-tempered
fierce

Part 2: What word could you use to tell how the one old mother sheep felt and acted most of the time?

What name did Mary's father give this sheep? Why?

afraid

Part 3: How did Mary's father want her to feel about Old Crosspatch?

sad *sulky*
sorrowful

How did Mary feel whenever she looked at the two little lambs?

brave *pleased*
daring

How do you think Mary felt when she picked up the little lambs?

frightened
terrified
scared *anxious*

Part 4: How did the lambs feel when Mary picked them up?

frightened
afraid

How did Mary feel when Old Crosspatch started to run after her?

cross *angry*
afraid *stern*

How did Mary's father feel when he saw what Mary was doing?

happy safe

surprised
amazed

cross angry

Part 5: How do you think the lambs felt when Mary let them go?

How did Mary feel when she saw the lambs run to Old Crosspatch?

How did Old Crosspatch feel at the end of the story?

To conclude the lesson you may want to put a few of the descriptive words on the chalkboard and have pupils describe a situation that might produce this feeling in themselves or in others.

Understanding
sentence
meaning—
pronoun
reference

LESSON 32

Review pronouns with the pupils. You might start by putting two sentences on the board. For example:

The girls like to run and jump.
The girls can skip too.

Underline “The girls” in the second sentence. Ask what word could be used instead of “The girls.” (they)

pupils give
pronouns

Ask for other words like “they” that can be used instead of names of people or things. List the words on the board as pupils give them. Pronouns that pupils should know are:

I	she	he	who
me	her	him	it
we	you	they	
us		them	

meaning of
pronouns

Ask which of these words could be used to mean:

yourself	all of us
boys	a boy
a girl	Mother
many men	
a table	

If the pupils find the above exercise difficult, vary it by asking them to use the pronouns in sentences.

Pupils use
Practice Book
Page 121

Discuss the following exercise. When the pupils decide on the correct pronoun for each blank, have them write it in. The pronouns are listed at the end of the exercise.

THE FOXES IN THE ZOO

Mother and Father Fox have a home. _____ live in the
zoo. _____ is a good home for _____. _____
have four little foxes.

One day _____ father took _____ to see them.
Joe went with _____. _____ looked at the four
little foxes.

"Look at the Mother Fox," _____ said.

"_____ is looking at you, Father. Maybe she likes
_____ red cap."

"_____ don't think so," said Father. "Foxes don't
like red caps. _____ like red meat!"

they	it	me	your
my	we	us	
them	I	she	

When all the missing words have been filled in, have a pupil read the completed story orally.

Independent Exercise

ON MY OWN

1. Practice Book page 121: ON MY OWN.

Understanding
sentence mean-
ing—connectives,
and, because

LESSON 33

1. Review the function of the words *and* and *because* as they are used in sentences: *and* joins two words or two ideas; *because* tells us the reason for a happening or statement.

You might begin by putting these sentences on the board:

I can skip and jump.

I can skip because I know how to jump.

Discuss the difference in meaning in the two sentences.

using *and* for
economy of
words

2. Remind the pupils that the use of *and* helps us to put ideas together using fewer words. Use as many of the following sentences as you need with a particular group. Write the sentence on the board. Have the pupils read it and decide which words are unnecessary. Have these words crossed out and the sentence read again. Decide whether it sounds better and yet tells the same thing.

I want to play and I want to work.

Mother will clean and she will bake.

The ball is big and it is red.

He took a book and he took a ball.

The little fish grew and it grew.

A boy scout is kind and a boy scout is good.

On the ice you can skate and you can slide.

I will try and I will try to do it right.

using *because*
to join two ideas

3. Write the following pairs of sentences on the board. Then have the pupils form one sentence from them using the connective *because*. Discuss each.

(a) Tom can't run and jump.
He is lame.

(d) I know that it is night.
It is dark.

(b) It is not tame.
A lion will not be a good pet.

(e) I took him to the pet doctor.
My dog will get better now.

(c) I know it is a puppy.
It said, "Bow-wow."

Forming
sensory
impressions

LESSON 34

Have the pupils recall the story "Doors." Tell them that the selection they are going to read is also about doors but that all the doors are in one room. They should decide where the doors are from the title.

sight Have the first section read silently. Have several pupils describe what the child saw as he opened the kitchen door. Discuss different ways he might tell what he is having for lunch.

After the next section has been read silently, have the pupils describe:

smell
touch
taste
feeling

- 1) how the child knew the cookies would be good;
- 2) how the milk felt;
- 3) how the milk tasted.

Have them compare the sensations of heat and cold as the oven and refrigerator doors are opened.

sound

After the third section has been read have the pupils compare the sounds as Mother gets the dishes and the child puts away the pots and pans.

KITCHEN DOORS

Pupils use
Practice Book
Page 122
(top)

Section 1

At noon, I run home from school.
I hurry through the kitchen door
to see what Mother has ready for
lunch.

A hot lunch for cold days.

A cold lunch for hot days.

What will it be today? I'll know as
soon as I open the kitchen door.

Section 2

There are many doors in the kitchen.
Mother opens the oven door to take out
her cookies. Mmmm! Good!

I open another door to get a glass
of cold milk. Mmmm! Good!

Section 3

I open one door to put away the pots and
pans. Mother opens another door to get
the dishes for our lunch.

Opening doors!

Closing doors!

All to get ready for lunch.

Say the following jingles.
The pupils listen to the first to picture what the person in the poem is doing. They listen to the second to hear the sounds.

visual

Mix a pancake,
Stir a pancake,
Pop it in the pan;
Fry the pancake,
Toss the pancake,
Catch it if you can.

Christina Rossetti

sound

"Bubble," said the kettle
"Bubble," said the pot
"Bubble, bubble, bubble,
We are very, very hot."

Forming
sensory
impressions

LESSON 35

1. Read the first verse of the poem "Galoshes" by Rhoda W. Bacmeister.

Susie's galoshes
Makes splishes and splashes
And slooshes and sloshes,
As Susie steps slowly
Along in the slush.

visual

- Read the poem a second time as the pupils listen and try to picture Susie.
Have several pupils describe the picture they saw, bringing out Susie's appearance and nonchalant attitude.
Encourage the pupils to relate Susie's behavior to their own in similar circumstances.

2. Follow the same procedure with this poem. Then compare the scene with that in the first, bringing out contrasts in

- 1) the kind of day
- 2) the girl's attitude

ICE

When it is the winter time
I run up the street
And I make the ice laugh
With my little feet --
"Crickle, crackle, crickle,
Crrreeet, crrreeet, crrreeet."

Dorothy Aldis

Have the pupils recall the story "Overshoes" in their reader and tell them that they are going to read some more about Peter and Ronnie. The following selection tells what Peter and Ronnie did as they ran to school. Have the pupils read it silently.

Pupils use
Practice Book
Page 122 (bottom)

Peter and Ronnie ran off to school. On the way they watched their feet running side by side. The sidewalk had snow on it, and Peter's new boots went crunch! clump! clump! and even sque-e-ek! sque-e-ek! But Ronnie's old boots were loose and they went plop, plop, plop! scruff! scruff!

Then the boys saw a small ditch with ice and water in it. "Hooray! I'll be first!" said Ronnie.

Crack! crack!

Splash! splash!

Slosh! slosh!

Peter's new boots and Ronnie's old boots made the same sounds now.

Peter and Ronnie jumped back on the sidewalk. Side by side they ran all the rest of the way to school.

Crunch! clump! sque-e-ek!

Plop! plop! scruff! scruff!

All the way to school.

- Ask:
- 1) What sounds are heard as the boys run on the sidewalk? Why are the sounds made by the two boys' overshoes different? Which of the two poems (in this lesson) does this part resemble?
 - 2) What sounds are heard as the boys jump into the ditch? Which poem does this part resemble? Why?
 - 3) What pictures were seen as this selection was read? Were these pictures the same as in the two poems?



Throughout the lesson encourage different opinions as pupils should interpret their reading in the light of their own experience.

Independent Exercise

Practice Book

1. Practice Book page 123.

Have the pupils read each of the following selections. Some suggested questions follow each selection. Discuss the pupils' answers making sure that they are aware of the following points:

- 1) The answer was not directly stated in the selection.
- 2) There was information in the selection on which the answer was based.

Pupils use
Practice Book
Page 124 (top)

1. Poor little Sue! She ran too fast and fell down.
She jumped up and ran after her kitten again.
"Look," she said. "I've got him."
And she ran into the house.

Suggested
questions

- Did Sue hurt herself?
- Did she catch the kitten?
- Why did she want to catch it?

2. Jane was in bed. She wanted to get up and go to school.
"No, Jane," said Mother. "You must stay in bed all day. You must stay in the house tomorrow and Sunday. The next day you can go to school."

Suggested
questions

- Why can't Jane go to school?
- What day is it?
- What day will Jane go to school?

3. "Look at the big cake," said Joe.
"Look at the seven candles," said Mac.
"It looks so good," said Tom.
"Oh, yes, yes!" said all the children.
All but Billy. He was not thinking about the cake.
He was too busy opening his gifts.

Suggested
questions

- Where are the children?
- Whose birthday is it?
- How old is he?

Independent Exercise

ON MY OWN

1. Practice Book page 124: ON MY OWN.

Follow the same procedure as in Lesson 36, considering in this lesson slightly longer selections.

Pupils use
Practice Book
Page 125

1. John isn't nearly as happy today as he was yesterday.
Today is Saturday, and John doesn't like Saturday very well.
He wishes Monday would soon come because Monday is a school day.

Suggested
questions

- Had John been happy on Friday?
- Would he be happy when Monday came?
- Were Monday and Friday the only days on which John was happy?
- On what other days might he have been happy?
- How does John feel about school? How do you know?

2. Betty doesn't go to school. She has a happy time at home. She has many things to do. She helps her mother and plays with her dolls.
Each day Betty has a nap. When she wakes up, she and her mother go walking. Sometimes they meet the big children coming home from school. Sometimes they wait for Kennie, and he walks home with them.

Suggested
questions

- Why doesn't Betty go to school?
- Do you think she is lonesome while the other children are at school? Why?
- When does she have a nap?
- Why does she have a nap in the afternoon?
- At what time do Mother and Betty go for their walk?
- Are there other children in the family?

3. John's father goes to work early in the morning. He wears overalls and carries a box of tools. He works in a big building with many machines in it. Sometimes the machines do not work very well. Then the boss calls John's father.

Suggested
questions

- Does John's father sleep late in the morning?
- Why does he wear overalls to work?
- Are there other people working in the building?
- What sentence in the paragraph made you decide this?
- Why does the boss call John's father?
- What does John's father do at work?

4. The wind tugged at the children's coats as they ran out of doors into the sunshine. What a surprise they had when they saw their snowman.
Yesterday he had been as tall as Pam. Today little Judy could almost reach his carrot nose.
And where was the snowman's hat? And his eyes? His pipe wasn't in his mouth but was down on his chin.
What a funny snowman!

Suggested
questions

- Which of the two girls is older?
- What words tell you that the snowman is still taller than Judy? (almost reach)
- What kind of day is it?
- What is happening to the snowman?

Independent Exercise

Practice Book

1. Practice Book page 126.
-

Recognizing
relationships—
space

LESSON 38

1. Have the pupils read the following selection silently and decide why it is called "Silly Sally."

Discuss Sally's probable age and the reason for her confusion.

2. Sketch on the board

- a table
- a car
- a tall flower by the side of a house.

Pupils use
Practice Book
Page 127

3. Consider one section at a time. Have the pupils underline in their books the phrases that tell where each object is and where Sally looked for it. (The phrases are underlined for your convenience here.) Then have the pupils mark on the chalkboard sketches, the position expressed by the underlined words.

SILLY SALLY

"Please, Sally," said Jim. "Bring me my ball. It's on the table."

Sally looked under the table.

She looked behind the table.

But she did not look on the table.

She could not find the ball.

Jim came to get it himself.

"Look, Sally," he said. "It's ON the table."

"Oh," said Sally. "ON the table."

"Please, Sally," said her father. "Bring me my paper. It's in the car."

Sally looked on the car.

She looked behind the car and in front of the car.

She looked all around it.

But she did not look in it.

And she did not find the paper.

Her father came to get it himself.

"Look, Sally," he said. "It's IN the car."

"Oh," said Sally. "IN the car."

on the table
under the table
behind the table

in the car
on the car
behind the car
in front of the car
all around it

up on the flower
down at the
little flower
over at Mrs.
Brown's flowers

“Look, Sally,” said her mother. “Look at the yellow butterfly up on the flower.”
Sally looked and looked.
She looked down at the little flowers.
She looked over at Mrs. Brown's flowers.
But she did not look up at the tall flower.
“UP, Sally. Look UP!” said her mother. “Up on this flower.”
“Oh,” said Sally, “UP on that flower!”
And then Sally saw the butterfly.

Independent Exercise

ON MY OWN

1. Practice Book page 127: ON MY OWN.

Recognizing
relationships—
space

LESSON 39

Part 1:

Have the pupils read silently, then orally, the following pairs of sentences. Discuss the differences in meaning between the sentences of each pair. Note that while the first pairs suggest relatively simple differences of location or direction, others suggest a much broader range of differences. For example, many differences are inherent in the sentences, ‘The bear is in a cage’ and ‘The bear is in the forest.’

Pupils use
Practice Book
Page 128 (top)

- 1. Kim’s pet bird is out of the cage.
Kim’s pet bird is in the cage.
- 2. The train went away from the city.
The train came to the city.
- 3. The airplane will fly up, up, up.
The airplane will fly far, far away.
- 4. The frog hopped out of the pool.
The frog dived under the water of the pool.
- 5. The bear is in a cage.
The bear is in the forest.
- 6. John lives in the city.
John lives in the country.

Part 2:

visualizing
space
relationships

Have the pupils read the next selection silently. Then discuss with them the words and phrases that tell *where*. Have the pupils underline in their books, all the phrases that tell *where*.

Discuss relative distances. For example:
Is it farther from Susan’s house down town than it is from one side of the park to the other?
Is it farther from one side of the park to the other than it is from the park to Grand-mother’s house?

You might help the pupils to visualize these relationships by helping them to draw on the chalkboard a map of Ann’s journey.

HOW ANN WENT TO VISIT GRANDMOTHER

Pupils use
Practice Book
Page 128
(bottom)

Ann was going to visit her grandmother.
She had to go on the bus.
First the bus would take her past all the big stores down town. The big stores were twenty blocks from Ann's house.
Then the bus would go past a big park. The park was five blocks long. Ann liked to watch the people in the park as she rode past.
At the end of the park was Green Street. This was the bus stop where Ann would get off the bus.
Grandmother's house was four houses from the bus stop.
When Ann got off the bus, she would walk down the street to Grandmother's house.
It was fun for Ann to go to visit Grandmother all by herself.

Independent Exercise

Practice Book

1. Practice Book page 129.

Drawing
conclusions

LESSON 40

Have the pupils read silently the following selections.

- Some suggested questions for each selection are outlined.
- After the answer to each question has been given, *discuss* with the pupils the evidence from the paragraph that supports their answers. Conclusions are based on the facts given and the inferences drawn from the material.

Pupils use
Practice Book
Page 130

1. Every day Paul and Donna hurried home from school. They kicked the leaves along the way and made a lovely rustling noise. There was a smoky smell in the air, and a gray squirrel was busy hiding acorns.
Out came the basket and the rakes as soon as the children reached home.
They raked both the front and back yards, until once more they were clean. But every day more leaves fell.
"Red! Yellow! Orange!" said Donna.
"Leaves, leaves, leaves," said Paul. "I wish they'd all fall at once."

B

Suggested
questions

What kind of noise did Paul and Donna make on their way home from school?
How did they make the noise?
Where did the leaves come from?
What did Paul and Donna smell?
Where did the smoke come from?
What was the squirrel doing?
What did the children do when they got home?
How often do they rake the leaves?

detail
and
inference

conclusion

A

Were there many leaves on the sidewalk?
How do you know?

What did Paul and Donna do every day when they came home from school?
What words tell you that they had been doing this each day?
(once more they were clean)
What words make you think that other people had been gathering leaves?
(smoky smell)

What time of year was it?

2. The wild rabbit has a fur coat. He has a fur coat in summer and in winter. His coat keeps him warm and dry.

In the summer, the wild rabbit's coat is brown. The old leaves on the ground are brown. The sand and the rocks are brown. It is hard to see the brown rabbit as he hops along. Hunters and foxes and dogs often do not see him. Sometimes he hops across a green field. Then his brown coat is not a help.

In the autumn, the wild rabbit gets a new, warmer coat. One by one, the brown hairs fall out of his old coat, and new white hairs grow in. Soon the rabbit has a new white coat. It is very thick and much warmer than his brown summer coat. The new coat is the same color as the snow. Sometimes the rabbit gets his new coat before the snow falls. Then his white coat is not a help.

	B	A
Suggested questions	What kind of coat does the wild rabbit have? Why does he need this kind of coat?	How does the wild rabbit's coat protect him in both summer and winter?
details	Why is brown a good color for his summer coat? Does a wild rabbit have enemies? Who are they?	
inference	When does he get a new coat? How does he change his coat?	How do you know that it takes several days or more for the rabbit to change his summer coat?
	What kind of coat does he have for the winter?	Is the rabbit's winter coat as warm as his summer one? What word tells you the answer to this question?
conclusion	What covers the ground in winter? What color is it?	How does the rabbit's white coat help him? What matches it? Has Nature made a good choice in the coat she has provided for the wild rabbit? Why?

After the conclusion has been drawn by the pupils, have them underline evidence to support the view that the rabbit has a good coat.

Discuss the apparent disadvantages and help the pupils to evaluate them. For example, a fur coat in summer may not appear ideal from the child's point of view but this is an advantage for an animal that lives outdoors, rain or shine, day or night.

Independent Exercise

Practice Book

1. Practice Book page 131.

Making judgments LESSON 41

Have the pupils read silently the following selections. Questions to help pupils make judgments follow each selection. Encourage pupils to give reasons for their answers.

1. Jerry's kitten could not be found at all. What an unhappy house. Everyone missed him. Where could he have gone?
Jerry began to cry. He tried hard not to, but he wasn't very big. The tears rolled down his cheeks.
But crying didn't help.
"Mother and Dad have hunted for the kitten," thought Jerry. "But they couldn't find it. They want it back too. Where could a small kitten be? I'm sure I've looked in all his favorite hiding places. But I'll look again."
Just then Mother called Jerry to come for his bath. "And please bring your clean bath towel," she said. "You will find it in the laundry basket."
Jerry went downstairs to get his towel. He was reaching into the basket, when suddenly the towel moved. A small, furry ball wiggled out and went scampering up the stairs.
Everyone was happy once more.

Suggested
questions
detail

inference
detail
inference

detail

detail
inference

judgment

- | B | A |
|--|--|
| | How did Jerry feel at the beginning of the story? |
| Why did he feel this way? | |
| | Who else missed the kitten? ----- |
| What had they done about it? | |
| | Do you think Jerry stopped crying? |
| Where had Jerry looked for the kitten? | |
| | Had the kitten ever been gone before? |
| What did Mother call Jerry for? | |
| What did she ask him to bring? | |
| Where did he go to get it? | |
| | Did Jerry find his kitten? ----- |
| | How do you think Jerry felt at the end of the story? |
| | How do you think his parents felt? |
| | How did this family feel about kittens? |

2. Tim lay as still as could be. He wanted to scratch his nose. He wanted to stretch his legs. But he knew he couldn't or all his plans would be upset.
He watched the bushes without blinking an eye.
"If I look away," he thought, "I'll miss it. I know that it must be there because the lettuce I left yesterday is gone."
The sun shone brightly. Tim's back was getting hot, and he was tired. He was just going to give up when he heard a quiet rustling noise. It seemed to be coming from behind him.
"What do I do now?" Tim thought. "If I turn around it may run away."
But suddenly Tim had to sneeze!
Aaachoo!
"Well, maybe tomorrow I'll be lucky," said Tim, as he stood up. "Funny thing though. He was watching me, and all the time I thought he was in his burrow."

Suggested questions		B		A	
		How was Tim lying?		Why did Tim want to stretch his legs?	
inference		Where did he look?		How do you know he kept looking at the bushes all the time?	
detail		What had he done yesterday?		How do you know Tim had watched before?	
inference		What had happened to the lettuce?		What do you think he is watching for?	
inference		What did he hear?		Do you think Tim has been waiting long? How do you know?	
inference		Where was the noise?		What did Tim have to decide?	
		What did Tim want to do?			
		What might happen if he did it?			
detail		Did Tim turn around?		Why not? -----	
		What did Tim do?			
		What happened when he sneezed?			
inference		Is Tim going to give up?		-----	
judgment		Was Tim a patient boy? How do you know?			
		How must you act if you want to see a rabbit in the woods?			

Predicting outcomes

LESSON 42

Have the pupils read the following selections silently and answer the question asked.

Their decision should be based on facts outlined in the story.

Have the pupils underline in their books the parts that helped them to decide what would happen next.

Pupils use
Practice Book
Page 133

1. "Please go to the store for me, Pete," said his mother, "and do hurry. I have started to bake a cake for dinner and I have no vanilla."
Pete ran down the street to the store. "Vanilla," he said. "Vanilla for Mother's cake. That's what I must get."
At the corner he met Joe.
"I'm going to the store," said Joe. "Mother is baking a cake and she has no icing sugar. Icing sugar is what she needs. I must get icing sugar."
The boys hurried to the store. They bought vanilla and icing sugar. When they came out of the store, it was raining. They put their bags down on the walk and zipped up their jackets.
"Here's your bag," said Pete. "Come on, we'd better hurry."
Pete ran home and into the house.
"Vanilla, Mom. Here's your vanilla," he said.
But when Mother opened the bag she found icing sugar.

What do you think would happen then?



The next selection is divided into two parts. Have the pupils make a prediction at the end of the first part. Then, upon reading the second part, revise the prediction accordingly.

2. Kim was going to the fair. He had fifteen cents to spend.
 "What will I buy?" he asked over and over again as he walked along the road.
 "Will I buy ice cream? Will I buy a hot dog? Or will I buy fluffy pink candy?"
 Soon he was at the fair.

What will Kim buy?

He heard some music. And then he saw the merry-go-round.
 Horses going up and down, round and round.

Round and round, round and round! Kim forgot the ice cream. He forgot the hot dogs and the fluffy pink candy.

What did Kim do with his fifteen cents?

Predicting
outcomes

LESSON 43

In this lesson, have the pupils *predict* the outcomes and then read further to check the accuracy of their predictions. In each case, discuss the basis of the prediction.

Suggested procedure:

1. Have the first section read silently. Discuss the probable results of Karen's endeavor.
2. Have the second section read silently. Compare the class predictions with the story.
 Have the pupils predict Karen's plans as she goes to her room.
3. Have the third section read silently. Compare the class prediction with the story. Have Karen's next actions predicted.
4. Have the final section read to check the prediction.

Pupils use
Practice Book
Page 134

1. Karen was only four. She wanted to help her mother. She thought, "I have seen Mother dust the books. I'll do that."
 So little Karen took all the books off the bookshelf.
-

2. When she put them back, what a time she had! She put some upside down. She put some backwards. She forgot some and left them on the floor.
 "Oh, Karen," said her mother. "Look what you have done!"
 But Karen had thought of something else to do. She went upstairs to her room.
-

3. Karen was making her bed. She pulled the blankets this way and that. She left them all lumpy and bumpy.
 "Oh, Karen," said her mother. "See what you have done!"
 But Karen had thought of something else to do.
 Not one of her toys was in the toy box.
-

4. Karen found her doll on the floor. She found her ball in the sand box. She found toys on the walk. She put them all in the toy box.
 "Oh, Karen," said her mother. "What a good job you have done."

Independent Exercises

ON MY OWN
Practice Book

1. Practice Book page 134: ON MY OWN.
2. Practice Book page 135.

Distinguishing
fact, fiction, fancy
(critical reading)

LESSON 44

Write three headings on the board.

1. It's true.
2. It *could* happen.
3. It's make-believe.

Review briefly the meaning of each by recalling a story title to fit each category.

Write the following on cards and distribute them. Allow time for silent reading. Have each pupil read his selection orally. The class will listen and classify it according to the three categories on the board. Discuss the reasons for each classification.

make-believe

1. Mrs. Goat went to Mr. Pig's store to buy some apples.
 "I like these," she said.
 "The little goats will like them.
 I will buy them."

make-believe

2. The rabbit and the turtle are starting their race.
 "You are too slow, old turtle," said the rabbit.

make-believe

3. John was flying up, up into the sky.
 He was not in an airplane.
 His friend, the sea gull, was giving him a ride.

could happen

4. "I think I will write a letter," said Jerry's mother.
 "I will write and ask your grandmother to visit us."

could happen

5. The boys rolled over and over in the snow.
 They looked like snowmen.

could happen

6. The little bear hurt his paw on a stone.
 He limped along after his mother.

- true 7. Children should keep their hands clean.
They should wash them in warm water.
- true 8. Flowers grow in a garden.
Sometimes they are picked and put in a vase.
- true 9. A dog is a good pet for a boy who lives on a farm.

Independent Exercise

Practice Book

1. Practice Book page 136.
-

Distinguishing
fact, fiction, fancy
(critical reading)

LESSON 45

List the following titles from *Follow Me*.

Ask Mr. Bear	Little Boat
Doors	Johnnie's Breakfast
Tracks in the Snow	Bobby's Very Own
Little Pile of Wheat	Playing Cowboys at
Chicken-Little	School

1. Have the content of each story briefly recalled.
2. Have each classified according to the categories of Lesson 44.
3. Discuss the reasons for each classification.

Read the following poems and have them classified.

THE PEOPLE

The ants are walking under the ground,
And the pigeons are flying over the steeple,
And in between are the people.

Elizabeth Madox Roberts

THE ELF AND THE DORMOUSE

Under a toadstool
Crept a wee Elf,
Out of the rain
To shelter himself.

Under the toadstool,
Sound asleep,
Sat a big Dormouse
All in a heap.

Trembled the wee Elf,
Frightened, and yet
Fearing to fly away
Lest he get wet.

To the next shelter –
Maybe a mile!
Sudden the wee Elf
Smiled a wee smile,

Tugged till the toadstool
Toppled in two.
Holding it over him
Gaily he flew.

Soon he was safe home
Dry as could be.
Soon woke the Dormouse –
“Good gracious me!

Where is my toadstool?”
Loud he lamented
– And that’s how umbrellas
First were invented.

Oliver Herford

BEDTIME

Five minutes, five minutes more, please!
Let me stay five minutes more!
Can’t I just finish the castle
I’m building here on the floor?
Can’t I just finish the story
I’m reading here in my book?
Can’t I just finish this bead-chain –
It almost is finished, look!
Can’t I just finish this game, please?
When a game’s once begun
It’s a pity never to find out
Whether you’ve lost or won.
Can’t I just stay five minutes?
Well, can’t I stay just four?
Three minutes, then? two minutes?
Can’t I stay one minute more?

Eleanor Farjeon

Nursery Rhymes could also be used for classification purposes.

- | | |
|--------------|----------------------------------|
| true | 1. Twinkle, Twinkle, Little Star |
| could happen | 2. Rain, Rain, Go Away |
| make-believe | 3. Hey, Diddle, Diddle |

could happen

4. Pat-A-Cake

make-believe

5. The Old Woman Who Lived in a Shoe

could happen

6. Mary Had a Little Lamb

could happen

7. I Love Little Pussy

Independent Exercise

Practice Book

1 Practice Book page 137.

LESSON 46

Understanding the
main idea

1. Have the pupils read the following selection, a section at a time. After each section, have the pupils give one sentence that states the main idea of that section.
2. Discuss the sentence and write it on the board. When the story has been completed, have all the sentences read.
3. Ask the pupils to decide upon one sentence to sum up the main idea of the whole story.
4. After completion of the above procedure, have the pupils suggest a different ending for the story, and a title that will
 - (a) suit the story in the original form
 - (b) suit the story with their suggested ending.

Help them to see that with a different ending the main idea of the story might be changed.

Pupils use
Practice Book
Page 138

1. Who wants a picnic?
 "I do," said Billy.
 "I do," said Jane.
 And Peter, the puppy, wagged his tail.

What shall we eat?
 Sandwiches, apples, and cookies.
 And a bone for Peter.

Where shall we go?
 Across the brook,
 Up over the hill, and far away.

2. Who has the lunch?
 "I have," said Billy.
 They ran across a field.
 They jumped from stone to stone across a
 brook.

"Where is the lunch, Billy?" asked Jane.
 "You haven't got the lunch.
 Look, you dropped it in the brook.
 The lunch bag is all wet.
 Now I will carry the lunch."

3. Up the steep hill they climb.
Up, up, higher and higher.
At last Billy's at the top.
Now Jane is at the top.
And Peter comes running after.

"Where is the lunch, Jane?" asked Billy.
"I don't know," said Jane. "I guess I lost it
when I was climbing the hill."

Peter ran down, his nose to the ground, his
tail wagging.
Far, far down he found the picnic lunch.
Back he came, the lunch bag in his mouth.

4. Who will go back for the lunch?
"Not I!" said Billy. "It is much too far."
"Not I!" said Jane. "It is much too steep."
"Go get it, Peter," said Billy.
"Peter, go get the lunch."

5. "Good dog," the children said. "Good Peter.
"Now we can have our picnic.
Sandwiches and apples and cookies.
And a bone for Peter."

Elizabeth Morison Townshend

Independent Exercise

Practice Book

Practice Book page 139.

Understanding
sentence meaning—
pronoun reference

LESSON 47

Write the names of the following nursery rhyme characters on the board.

he	Jack Spratt
he	Little Jack Horner
he, she, they	Jack and Jill
she	Little Bo-Peep
she	The Queen of Hearts
he	Old King Cole
they	The Fiddlers Three

Ask the pupils to provide pronouns for the above names.

Write the following nursery rhyme on the board. Have it read.

Ask:

- 1) **Why does it sound strange?**
- 2) **How it can be improved?**

Old King Cole was a merry old soul
And a merry old soul was Old King Cole
Old King Cole called for Old King Cole's pipe
Old King Cole called for Old King Cole's bowl.
And Old King Cole called for Old King Cole's
fiddlers three.

Write the following nursery rhymes on the board and have the pupils read them. Underline the pronouns and have the pupils tell to what each refers.

Little Robin Redbreast

Once I Saw a Little Bird

Twinkle Twinkle Little Star

Peter Peter Pumpkin Eater



These are quite simple, but this is the first time pupils have dealt with pronoun reference in poetry.

Sensing
emotional
reactions

LESSON 48

Have the pupils read the complete story. Tell them to think, as they read, about how each person or animal in the story feels. Have them think of some words to describe these feelings.

When the story has been completed, discuss the story a section at a time. The following questions might be used to guide their thinking about the emotional reactions they experienced while reading the story and the reactions experienced by the story characters.



Encourage the pupils to give as many descriptive words as possible. Accept their reactions even though they differ from what might have been expected, for no two people experience the same reaction.

*mad, angry,
unhappy, sad*

Part 1:

Think of some words to tell how you felt when the boys hit the duck?

*sad,
sorrowful*

Part 2:

(a) How did you feel when the little duck was left alone?

*lonely, sad
frightened*

(b) How do you think the little duck felt?

*terrified,
frightened,
afraid, scared*

Part 3:

How did the little duck feel when he heard the boys' voices?

*surprised
sympathetic
kindly*

Part 4:

(a) How do you think the boys felt when they saw the duck?

*glad, happy
relieved*

(b) How did you feel about the treatment the boys gave the duck?

grateful

Part 5:

(a) How did the duck feel when his wing healed?

lonesome

(b) What feeling made him want to see his friends?

Sensing
emotional
reactions

LESSON 49

Write the words: *cranky, angry, excited, surprised, unhappy, contented, and confused* on the board. Read each one and discuss its meaning.

Ask the pupils to think of a situation in which they might experience each of these reactions.

Read these nursery rhymes to the children.

1. I Had a Little Pony
2. Little Polly Flinders
3. Taffy Was a Welshman
4. Georgie Porgie

Have the pupils tell how they think the characters in the rhymes felt. The following questions might be used as a guide.

*love, kindness,
fondness,
cross, annoyed,
disgust, angry*

1. How did the little boy feel toward his pony?

How did he feel toward the lady?

*annoyed
angry*

2. How did Polly Flinders' mother feel when she saw her clothes were burned?

anger, dislike

3. What were "my" feelings toward Taffy?

mad, exasperated

4. How do you think the girls felt toward Georgie?

*afraid, scared,
frightened*

How did Georgie feel toward the boys?

How do you know?

Independent Exercise

Practice Book

1. Practice Book page 141.
-

Understanding
sentence
meaning

LESSON 50

1. Write the following sentences on the board. (They could be used effectively on cards.)

Have the pupils find the pairs of sentences that have the same meaning.

He hurried home.
He ran like the wind.
He felt like crying.
He ran very, very fast.
He felt sad.
His arm hurt.
He ran all the way home.
His arm was sore.

2. Write these sentences on the board. Have them read silently. Tell the pupils that all these ideas were in "Billy's Flower" but each one was expressed differently. Have the pupils re-read pages 214-216 of "Billy's Flower" and find the sentences or parts of sentences that match those on the chalkboard.

Billy waited a long time.
Your seed will not come up right away.
Billy hurried home.
All Mr. Brown's seeds were in the ground.
One day the plant came up.
Nobody knew what kind of flower Billy had.

Have the paragraph that matches the last sentence read orally.

Understanding
sentence
meaning

LESSON 51

1. Read the following poem to the pupils.

WHITE HORSES

Far out at sea
 There are horses to ride,
Little white horses
 That race with the tide.

Their tossing manes
 Are the white sea-foam,
And the lashing winds
 Are driving them home —

To shadowy stables
 Fast they must flee,
To the great green caverns
 Down under the sea.

Irene F. Pawsey

Repeat the poem as the pupils listen to find out what the author really means by the word "horses."

Comment that when we read, we often find that the author has used a different way of saying things.

2. Have the following paragraph read silently.

Pupils use
Practice Book
Page 142

(1) Carl and Donald were playing cowboys. They were playing in Donald's yard because he had to mind his little sister.
 "I want to play, too," said Jill. "I can gallop around the way you do."
 Jill galloped too fast and fell down. She started to cry.
 "You're a fine cowboy!" said Donald. "You'd better play with your dolls."

Have the pupils find the sentences that mean

- (a) You're not a good cowboy.
- (b) You can't play with us.

Have the sentence, "You're a fine cowboy," said Donald, read orally to show Donald's meaning. Then have it read as he would have said it if he had meant "You're a good cowboy."

3. Use the same procedure with the second paragraph, having the pupils locate the sentences that mean

- (a) I don't like this rain.
- (b) You should not have left your umbrella at school.

(2) "Look, Ted," Peggy called to her brother. "Look at this lovely rain. Cold, wet rain. Now we won't be able to play outside today. We'll get wet going to school."

"Where is your umbrella?" asked her mother. "You must take it to school."

"I left it at school on Friday," said Peggy.

"That's a good place for it!" said her mother.

Have the sentences

- (a) "Look at this lovely rain."
- (b) "That's a good place for it," said her mother.

read orally, first to give the meaning intended in the paragraph and then to give the literal meaning.

(3) Betty felt cross. She didn't like her breakfast. She didn't like her dress.

She said, "I hate school. I don't want to go to school today."

Her mother said, "Oh, my! What a happy girl I have today!"

Using the same procedure as above, have the pupils locate the sentence that means

- (a) "You are a very cross girl today."

(4) Randy and Steve were running out the door. They were going to play ball on the playground.

"Just a minute, boys," called Mother. "Before you go, you must pick up all the things in your room. Just look at the trains and books and cars and marbles."

"Aw," said Randy and Steve together.

"And then I want you to play with the baby for a few minutes while I do the washing," said their mother.

"Oh, boy," said Randy. "What fun we'll have this morning!"

"Yeah," said Steve. "I can hardly wait to tell the others."

Using the suggested procedure, have the pupils locate the sentences that really mean

- (a) "We won't have any fun this morning."
- (b) "I don't want to tell the other boys."

Independent Exercise

LESSON 52

Have the following selection read. Tell the pupils that you are going to ask questions about the details they have read. Remind them how they must read to remember all the details.

Pupils use
Practice Book
Page 144

Dick was walking along the old brick wall. Toby was trotting along beside him on the sidewalk. He was sniffing at every leaf and every blade of grass.

As they rounded the corner, Dick jumped down. "Come here Toby," he called.

Toby trotted over, his tail wagging.

"You must stay close to me for the next block, Toby," said Dick. "See that gate? Mr. Black's yard is behind it. See that sign? It says NO DOGS ALLOWED. And that means you, Toby! I don't want to lose my dog."

Just then Toby scrambled under the gate, and away he ran up the road to Mr. Black's house.

"Toby, come back here!" yelled Dick.

But there was no sign of Toby. No sign at all.

"What will I do now?" thought Dick. "The sign says NO DOGS ALLOWED. It doesn't say NO BOYS ALLOWED. But Mr. Black must be a very cross man if he doesn't like dogs."

When the pupils finish reading, ask the following questions:

Suggested
questions

1. Where was Dick walking?
2. What was Toby doing?
3. Which words tell you that they did not go straight down the street?
4. What tells you (a) that Toby was obedient, (b) that he liked Dick?
5. Did Mr. Black have a big yard? How do you know?
6. What was on the gate?
7. How did Toby get under the gate?
8. Where did Toby go once he was under the gate?
9. What word tells you how Dick called Toby?
10. How do you know Dick did not see Toby?
11. What sort of person does Dick think Mr. Black is?

Let the children speculate about the ending. Ask: "What would you do if you were Dick?"

Now ask the questions again but this time have the pupils underline in their books the words that tell the answers.

Independent Exercise

ON MY OWN

1. Practice Book page 144: ON MY OWN.

CONTENTS

	Page
Lesson 1: Listening to recall a sequence of events Rhymes	317
Lesson 2: Listening to recall a sequence of events	318
Lesson 3: Listening to recall a sequence of events "How to Make a Rink"	319
Lesson 4: Listening to recall a sequence of events, for the main idea, and for details "Why the Bear Has a Stubby Tail" Old Norse Tale	320
Lesson 5: Listening to recall a sequence of events "Waking Time" Ivy O. Eastwick	322
Lesson 6: Listening to recall a sequence of events Action Jingle	324
Lesson 7: Listening to enjoy a poem "Conversation Between Mr. and Mrs. Santa Claus" Rowena Bastin Bennett	325
Lesson 8: Listening to follow directions Action Jingle	325
Lesson 9: Listening to follow directions	326
Lesson 10: Listening to follow directions	327
Lesson 11: Listening for the main idea "Boats" Rowena Bastin Bennett	328
Lesson 12: Listening to follow directions	329
Lesson 13: Listening to follow directions	330
Lesson 14: Listening to follow directions	330
Lesson 15: Listening to follow directions	331
Lesson 16: Listening to make inferences "Robin Redbreast" Adapted	332
Lesson 17: Listening to make inferences "Sammy and His Other Mothers" Gina Bell-Zano	333
Lesson 18: Listening to anticipate outcomes	335
Lesson 19: Listening to make inferences "A Sure Sign" Nancy Byrd Turner	336
Lesson 20: Listening to follow directions	337
Lesson 21: Listening to make inferences	338
Lesson 22: Listening to make inferences "Rockets Don't Go to Chicago" Jane Thayer	340
Lesson 23: Listening to make inferences and predict outcomes "Poor Tommy"	342
Lesson 24: Listening to form visual images "Galoshes" Rhoda W. Bacmeister	343
Lesson 25: Listening to form visual images "The Story of Topsy" (Adapted) Esther Casjeans	344
Lesson 26: Listening to form sensory impressions	346
Lesson 27: Listening to form sensory impressions "The Magic Pot" W.J. Karr	347

	Page
Lesson 28: Listening to form sensory impressions "Sky-Rocket" Harold J. Brodie	348
Lesson 29: Listening to form sensory impressions "March"	350
Lesson 30: Listening to form sensory impressions "Roger and the Fox" (Selected) Lavinia R. Davis	351
Lesson 31: Listening to form sensory impressions "Meeting the Easter Bunny" Rowena Bastin Bennett	352
Lesson 32: Listening to determine word meaning from context "Trunks"	353
Lesson 33: Listening for intonation patterns as clues to meaning	355
Lesson 34: Listening for intonation patterns as clues to meaning	356
Lesson 35: Listening for intonation patterns as clues to meaning	357
Lesson 36: Listening to use context to find the meaning of unknown words "The Peasant and the Robbers" W.J. Karr	357
Lesson 37: Listening to use context to find the meaning of unknown words "The Peasant and the Robbers" W.J. Karr	359
Lesson 38: Listening to interpret the direct words of the speaker "Llewelyn" (Selected) Lorrie McLaughlin	360
Lesson 39: Listening to interpret the direct words of the speaker "Llewelyn" (Selected) Lorrie McLaughlin	362
Lesson 40: Listening to make inferences "A Lucky Mouse" W.J. Karr	363
Lesson 41: Listening for the main idea "Choosing" Eleanor Farjeon	364
Lesson 42: Listening to follow directions	365
Lesson 43: Listening to follow directions	366
Lesson 44: Listening to form visual and auditory impressions "Trucks" James S. Tippet	367
Lesson 45: Listening to form sensory impressions "Steam and Vapor"	368
Lesson 46: Listening to develop a summary "Why Does Popcorn Pop?" Mary Elting	369
Lesson 47: Listening to distinguish sense and nonsense "Hungry like a Goat"	370
Lesson 48: Review "The Blackbird" Humbert Wolfe	371
Lesson 49: Listening for the main idea "The Picnic" Dorothy Aldis "A Story About Trunks"	372
Lesson 50: Listening to recall a sequence of ideas "The Circus Parade" Olive Beaupre Miller	375
Lesson 51: Listening for the main idea Riddles	376
Lesson 52: Listening to use context to determine appropriate intonation pattern	377

LESSON 1

Purposes: to teach pupils to:
 recall a sequence of events when listening;
 recall specific details.

- Suggested Procedure:**
1. Recite several verses of Old Mother Hubbard. Instruct the pupils to listen and find out what she did for her dog. Then ask what she did first, next, and last.
 2. Recite the nursery rhyme again as the pupils check to see if they had put things in the right order. Before beginning, discuss the nature of the listening required (i.e. holding in mind the class answer and checking it against the details in the oral presentation).
 3. Repeat this procedure with "There Was a Crooked Man." Encourage accurate listening by warning pupils that there are *five* events to be noted in order.
 4. Have the pupils listen to "Once I Saw a Little Bird" and "Little Robin Redbreast" and note *both* the main events and the order of the events. Give advance warning that the verse will not be repeated this time.

Nursery Rhymes:

1. Old Mother Hubbard went to the cupboard
 To get her poor dog a bone,
 But when she got there, the cupboard was bare,
 And so the poor dog had none.

She went to the hatter's
 To buy him a hat,
 But when she came back
 He was feeding the cat.

She went to the barber's
 To buy him a wig,
 But when she came back
 He was dancing a jig.

She went to the tailor's
 To buy him a coat,
 But when she came back
 He was riding the goat.

2. Once I saw a little bird
 Going hop, hop, hop,
 So I cried, "Little bird,
 Will you stop, stop, stop?"

And I was going to the window
 To say "How do you do?"
 When he shook his little tail
 And away he flew.

-
3. Little Robin Redbreast sat upon a tree,
 Up went pussy cat, and down went he;
 Down came pussy, and away Robin ran;
 Said Little Robin Redbreast, "Catch me
 if you can."

LESSON 2

Purposes: to teach pupils to:
 recall a sequence of events;
 recognize the importance of sequence.

Suggested Procedure: 1. For each paragraph:

(a) Set a purpose for listening. (Find out in: (1) how to make a pie; (2) how to travel on a train; (3) how Mr. Brown grew his vegetables.) Read the paragraph.

(b) In discussing the answers to the problems set in (a), have the activities related in sequence. If difficulties arise, re-read the paragraph while the pupils check their ideas.

(c) Have a title suggested for each.

2. Discuss why the order of the activities was important in these selections.

3. Instruct the pupils to listen for the order of the activities as you read the following:

Jennie wanted to have a candy cane but she couldn't because it was almost lunch time. She wanted to have a cookie but she couldn't have that either. She wanted a chocolate bar but it was too close to lunch for that too. Poor hungry Jennie!

Discuss whether or not the sequence is as important in this selection. Guide the pupils to realize that the activities are not built on each other, but are quite independent.

4. To reinforce this concept you might re-read and compare the sequences in "Old Mother Hubbard" (a series of independent events) and "The Crooked Man" or "Little Robin Redbreast" (dependent events).

Selections:

1. Did you ever watch Mother make an apple pie?
 First she puts the pastry on a pie plate.
 Then she peels the apples and cuts them up in small pieces.
 She puts sugar on the apples and makes a top for her pie.
 Then she bakes it.
 What happens next?

2. This is what you do if you want to travel on a train.
 First you go to the station.
 There you buy a ticket.
 When you have your ticket you can get on the train.
 On the train the conductor will take your ticket and punch a hole in it.
 Then you just sit quietly until the trainman tells you your stop will be next, and you know it's time to get off.

3. One fine spring day, Mr. Brown dug his garden.
He put seeds in the soft brown earth.
He watered them carefully.
Soon little plants grew.
Then Mr. Brown pulled out the weeds that grew around them,
and hoed between the rows.
Before long it was autumn and he had corn and carrots and
beets to eat.
-

LESSON 3

Purposes: to teach pupils to:
listen and recall the sequence of a process.

Suggested Procedure: 1. Read the title. Comment *briefly* on the nature of the material, and the listening called for in finding out *how* to do something. Stress the importance of understanding all the steps *and* getting them in the right order.

2. Tell the pupils that there are five important things to do to make a rink. Instruct them to listen and be able to tell the first important thing to do: wait until the snow is about six inches deep.

3. Before reading again, instruct the pupils to listen and be able to tell the first and the second (rolling the snow) steps in making a rink.

Repeat this until the pupils have accumulated the five steps:

wait for six inches of snow
roll the snow
sprinkle it gently
let it freeze
sprinkle it and let it freeze again

*

With some classes, two readings may be adequate. Others will require more.

4. Have a pupil attempt to recall the five steps in order. Discuss the importance of the sequence.

5. The selection may be used for a practice exercise in recalling details.

Exposition:

HOW TO MAKE A RINK

Every winter we make a rink in our big back yard. First we wait until it snows. When the snow is at least six inches deep, we get the roller out of the garage. It takes four of us to move the roller, because it is full of sand. We roll down the snow to pack it hard and smooth.

Then we get the garden hose and sprinkle the snow gently. If we turn the water on too fast, it makes holes in the packed snow. We soak the

packed snow through and through. We are careful not to walk on the rink when the snow is soft and slushy.

The next morning the rink is frozen hard, but it is not ready for us to skate on yet. That night we sprinkle the rink and let the water freeze all night. Finally we have a glassy surface of ice on our rink. Then we can skate.

LESSON 4

Purposes: to teach pupils to:
 listen for a sequence of events;
 note details when listening;
 find the main idea when listening;
 listen for enjoyment.

Suggested Procedure: 1. Read the story for enjoyment. Discuss briefly the fanciful nature of the story. Let the moral take care of itself.

2. Before re-reading, instruct the pupils to listen for the order in which things happen. Following the reading list the main events on the board, as:

- (1) The bear woke up.
- (2) He looked for food and couldn't find any.
- (3) He met the fox.
- (4) The fox told him how to catch fish.
- (5) He went fishing.
- (6) His tail broke off.

3. Discuss briefly the way in which each event is built on the previous one.

4. From a discussion of these events, elicit the main idea: the fox tricked the bear.

5. Instruct the pupils to listen as you re-read for such details as:

- (a) everything about the bear's former tail;
- (b) everything they learned about how bears live;
- (c) everything that tells about the weather.

6. This story could provide the basis for an experience in creative dramatics. Such an activity would help to establish the importance of sequence.

Story:

WHY THE BEAR HAS A STUBBY TAIL

Once upon a time, Big Brother Bear had a fine, long tail with a beautiful twist, like the squirrel's, only, of course, much longer and even fluffier. It was very handy in his long winter sleep, for when Big Brother Bear swung it around his body, the fluffy twist on the end of it made a very comfortable pillow.

One bright, frosty day in mid-winter, Big Brother Bear awoke. He hadn't eaten enough for supper six weeks ago, and now he was too

hungry to get back to sleep. So he unwound his long, fluffy tail and stretched and yawned and padded out into the snow to look for something to eat.

And there was nothing! No blueberries left — the birds had eaten them all! Just snow — and snow doesn't make a very tasty breakfast. Big Brother Bear tried some, and didn't think much of it.

Just at that moment, he spied Master Fox,

sneaking through the evergreens with a string of fish he had stolen from a fisherman who was fishing through the ice.

"How did you get those fish, Master Fox?" asked Big Brother Bear.

"Oh," said Master Fox, "anyone with a fine, long tail like yours can catch all the fish he wants. Just break a hole in the ice and stick your tail down into the water. Hold it still. When your tail starts to tingle, you will know that the fish are nibbling. Wait until you can't feel any more tingling in your tail. Then pull it up with a twist and a heave and you will have a fine catch."

Big Brother Bear was very pleased to hear this. He was so hungry! He knew how to fish in the summer, but he didn't know anything about fishing in winter, for always before he had slept right through the whole winter.

So he hurried down to the lake. The fisherman had gone home, but there was the hole in the ice. Big Brother Bear backed up to the hole and put his long, fluffy tail, with its beautiful hook, down into the cold, cold water, and held it there, very still.

Sure enough, it began to tingle, and tingle, and tingle. "My, oh my!" thought Big Brother Bear, "what a fine feed of fish I will have!"

It took a long time for the tingling to stop, but at last it did, and Big Brother Bear gave his long, fluffy tail a sharp twist and a mighty heave. And it broke off! Right at the stump it broke off, for it was frozen fast in the ice.

And that is why Big Brother Bear has a stubby tail.

Old Norse Tale

Use Practice Book
page 8.

Directions:



It is not expected that pupils will read the questions by themselves. The questions are included on the Practice Book page to acquaint the pupils with this form.

Since this is a listening exercise, the teacher reads the questions and also the words that are possible answers. Complete directions follow:

First row:

Say: I will read all the words. When I come to the word that you think finishes the sentence, underline it.

Read: Before Big Brother Bear went fishing, his tail was

fluffy	like a squirrel's	stubby	twisty
	like a pillow	black	

Second row:

Say: I will read all the words. Underline the sentences that you think answer the question.

Read: Why did Big Brother Bear wake up?

He wanted to play a game.
He was so hungry.
He hadn't eaten enough.
He wanted to go fishing.

Third row:

Say: **There are four pictures in this row that show things Big Brother Bear did. In the boxes write the numerals 1, 2, 3, 4, to show the order in which he did them.**

Fourth row:

Say: **Circle the picture that answers the question.**

Read: Where did Master Fox get his fish?

Fifth row:

Say: **Circle the picture that answers the question.**

Read: What did Master Fox tell the bear to do if he wanted some fish?

Sixth row:

Say: **Circle the words that tell about Mr. Bear.**

Read: silly tricky hopeful mean
sly foolish hungry dishonest

Say: **Now underline the words that tell about Master Fox.**

Read: silly tricky hopeful mean
sly foolish hungry dishonest

LESSON 5

Purposes: to teach pupils to:
recall a sequence of events;
note details when listening;
enjoy a poem.

Suggested Procedure:

1. Read for enjoyment.
2. Instruct the pupils to listen for the different times in the poem.
3. Instruct pupils to listen to find out what person or animal wakes at each time.
4. Instruct pupils to listen to find out what each said.
5. Have the pupils state, in order, the times, the name of the person or animal, and what was said.

6. Ask questions that test understanding of the sequence as:

Who got up first?
 Who got up last?
 Who got up just after the blackbirds?
 Who got up just before the children?

7. Repeat for enjoyment of rhyme and rhythm, with pupils supplying all the words that rhyme with "do."

Poem:

WAKING TIME

At four o'clock in the morning,
 The cockerels wake, they do,
 With a "Cocker-doo-dle,
 Cocker-doo-dle,
 Cocker-doo-dle-doo!"

At five o'clock in the morning,
 The thrushes wake, they do,
 With a "Pretty-sweet!
 Oh, pretty-sweet!
 The sky is rose-and-blue!"

At six o'clock in the morning,
 The blackbirds wake, they do,
 With a "What's to eat?
 Oh, what's to eat?
 I'd like a worm or two!"

At seven o'clock in the morning,
 The mothers wake, they do,
 With a "Here's the honey,
 And here's the bread,
 And milk all sweet and new!"

At eight o'clock in the morning,
 The children wake, they do,
 With a "Where's my sock?"
 And "Where's my smock?"
 And "I can't find my left shoe!"

Ivy O. Eastwick

LESSON 6

Purpose: to teach pupils to:
understand and recall a sequence of events.

Suggested Procedure: 1. Tell the pupils that you will read an action jingle that takes them on a “pretend” winter adventure; that later they will pantomime what they heard, one stanza at a time. If they are not familiar with “pantomime,” ask them to show you what they would do if the first line were:

At eight o'clock I was sleepy.

(stretch, yawn, eyelids almost closed)

2. Read the jingle as pupils listen.
3. Take the pupils through the first stanza, line by line, deciding on suitable actions.
4. Tell the pupils that you will read the first stanza again while they LISTEN to decide the firsts thing to do, the second, the third, and the fourth. Then have the pupils pantomime the events, without your reading to guide them.
5. Repeat procedures three and four with the second and third stanzas.
6. For the fourth stanza, if the class has shown enough aptitude, omit procedure 3 above, using only procedure 4.
7. Repeat the whole jingle for fun, at a swinging pace, with the pupils pantomiming as they listen.
8. You may wish to test the accuracy of the pupils' listening for details by enquiring, “Why will the verse-maker have to go back to the bush again? What did he forget?” (the axe or saw) To whom did he wave? etc.

Action Jingle:

Put on your heavy overshoes,
And button up your coat.
Pull a fuzzy hat around your ears
And a scarf about your throat.

Slip on your knitted woollen mitts —
Or gloves, if those aren't dry.
Find an axe or saw that's not too dull,
Then wave your mom good-bye.

Wade through the freshly fallen snow,
 Jump snowdrifts on the way.
 Soon you'll reach the wood where Mr. Good
 Gives trees away today.

Chop down a shapely evergreen;
 Shake off the fluffy snow.
 Hoist the tree on your back, as you find the track,
 And off for home you go.

LESSON 7

Listening to enjoy a poem.

Poem:

CONVERSATION BETWEEN MR. AND MRS. SANTA CLAUS

(Overheard at the North Pole
 Early Christmas Morning)

"Are the reindeer in the rain, dear?"

Asked Mrs. Santa Claus.

"No. I put them in the barn, dear,
 To dry their little paws."

"Is the sleigh, sir, put away, sir,
 In the barn beside the deer?"

"Yes, I'm going to get it ready
 To use again next year."

"And the pack, dear, is it back, dear?"

"Yes. It's empty of its toys.

And tomorrow I'll start filling it,
 For next year's girls and boys."

Rowena Bastin Bennett

LESSON 8

Purpose: to teach pupils to:
 follow directions.

Suggested Procedure: 1. Present this selection one verse at a time.

Tell the pupils that you will read an action jingle. Direct their listening by such comments as: "There are *four* things you will have to do. You will have to do them *in the correct order*. Listen very carefully as I read the jingle the first time."

2. Then have the pupils follow the directions as you re-read the verse.

Action Jingle:

Put your hand upon your elbow;
Put your thumb beneath your chin;
Stick your tongue out at the ceiling;
Then draw a deep breath in.
Now relax!

Put your left hand on your forehead;
Put your right hand on your cheek;
Imagine you have seen a ghost,
And give a frightened shriek.
Now relax!

Put both elbows on your table (desk top);
Make your hands look like a tent;
Now you can get your head inside
If your neck is forward bent.
Now relax!

Make your fists look like two hammers;
Tap them three times on your chest;
Then tap them twice on your left knee;
And then relax and rest.

LESSON 9

Purpose: to teach pupils to:
listen to, and follow, explicit directions.

Procedure: 1. Give each pupil a piece of paper. Tell the pupils to listen to follow your directions. Tell them that you will read each direction *only once*, and therefore they must listen very carefully. Remind them to listen to the *complete* direction before beginning work.

2. Check as the pupils work. If you note difficulties, draw a sample page on the board. Re-state the direction. Discuss it with the pupils. Have it done on the board. Continue with the next direction to be done at their desks. Re-check.

3. Directions:

- (a) Draw a line down the middle of the page.
- (b) We're going to do six things on the page – three on the right side of the line, three on the left. Put your finger on the left side of the paper.
- (c) At the top of that side, draw two balls.
- (d) Join the two balls.

- (e) At the bottom of the same side, draw three trees.
- (f) Circle the first tree.
- (g) In the middle of the other side, write the numerals from 1 to 4. Put a line under the 3.
- (h) At the top of the right side make five lines.
- (i) Put an "X" on all but one.
- (j) At the bottom of the right side make a balloon.
- (k) Put ears and eyes on it.
- (l) In the last space make a wagon.
- (m) Draw a ball in the wagon.
- (n) Make an "X" in front of the wagon.

4. Discuss the nature of the listening required in this exercise.

LESSON 10

Purpose: to teach pupils to:
listen to, and follow, explicit directions.

Procedure: 1. Recall the type of listening required in Lesson 9.

2. Give each pupil a piece of paper at least 12" long and 8" wide. Tell the pupils to listen to follow your directions. Tell them that you will read each direction *only once*, and therefore they must listen very closely. Remind them to listen to the *complete* direction before beginning work.

3. Directions:

- (a) Place your paper lengthwise across the desk. That means that the longest edge is nearest to you.
- (b) Pick up your pencil. Put your other hand flat on the paper.
- (c) Use your pencil to trace all round your hand and fingers to make a drawing of your hand.
- (d) Look at the drawing of your left hand. Put a line across the wrist on the drawing.
- (e) The thumb is the short, thick finger. On the drawing put an "X" on the thumb.

- (f) The finger next to the thumb is the first finger. It is called the index finger because we use it to point. Put a capital "P" on the index finger.
- (g) Next to the index finger is the second finger. It is usually the longest finger of the hand. Put the numeral "2" on the second finger on the drawing.
- (h) The little finger is the fourth finger. Put the numeral "4" on the little finger on the drawing.
- (i) Most people who wear a ring, wear it on the third finger of the hand. Use your yellow crayon to put a gold ring on the third finger of the drawing.
- (j) In the hand draw a circle as big as a penny. Color it brown so that it looks like a penny.
- (k) Make a "U" at the end of every finger and thumb to represent the finger nails. (Illustrate on board.)
- (l) Use your red crayon very lightly to color each fingernail.

4. Question the pupils about what happened if they were thinking about something else or were still working on one problem while you gave directions for the next.

LESSON 11

Purposes: to review:
 finding the main idea;
 noting details.

Suggested Procedure: 1. Direct the pupils to listen to the poem to tell in one word what the poem is about.

2. Ask how many kinds of boats are mentioned in the poem. Ask the names of the three kinds of boats. This may require one or more re-readings of the poem.

3. Direct the pupils to listen to a final reading of the poem to tell which boat the poet gets most pleasure from, and why.

Poem:

BOATS

The steamboat is a slow poke,
 You simply cannot rush him.
 The sailboat will not move at all
 Without a wind to push him;

But the speed boat, with his sharp red nose,
 Is quite a different kind;
 He tosses high the spray and leaves
 The other boats behind.

Rowena Bastin Bennett

LESSON 12

Purpose: to teach pupils to:
listen to, and follow, directions.

Procedure: 1. Discuss with the pupils what they have learned about following directions.

2. Give the following oral directions to the class, one at a time. Tell the pupils to listen carefully, as you will give the directions *only once*. Caution them to listen to the complete direction and *then* do as it instructs them.

- (a) Stand on the right side of your desk.
- (b) Take four steps forward.
- (c) Turn and face the window.
- (d) Raise your hands above your head.
- (e) Turn to the back of the room.
- (f) Count to five while you take five steps forward.
- (g) Those who sit in the first and second seats in each row sit down.
- (h) Those who sit in the row near the window sit down.
- (i) Those who sit near the side chalkboard sit down.
- (j) Everyone else sit down.

3. For variety, follow the same procedure, giving directions to girls, boys, rows, etc. Use instructions that are suitable for your classroom arrangement.

4. Give oral directions to be followed by individuals. Always give instructions to the whole class *first* and *then* designate the respondents.

Combine several actions. Caution pupils to listen to all the instructions before carrying them out.

For example:

- (a) Go to the science table. Get the big, blue book and take it to Mary.
- (b) Get a yellow and a green crayon off my desk. Put one crayon on the window sill and one on the chalkboard.

5. Follow the procedure outlined in number 4 but use chalkboard exercises.

- (a) Make a box on the chalkboard. Put a green line under it and a blue ball in it.
- (b) Make three balls on the chalkboard. Put a cross on the first one and a line under the last one.
- (c) Join (Leonard's) three balls together and erase the line from under (Mary's) box.

LESSON 13

Purpose: to give practice in:
listening to and following explicit directions.

Procedure: 1. Tell the pupils that you are going to give them some directions.

Ask: (a) **How should I give them?**

(b) **How should you listen?**

2. Give each pupil a piece of paper at least 12" long and 8" wide. Direct the pupils to have their crayons and pencils ready. Remind them that you will give the directions *once* only. Therefore they must listen very carefully.

(a) **Place the paper lengthwise across your desk.** (Observe who has not remembered the definition of this from Lesson 10.)

(b) **Fold the paper up from the bottom, even with the top. Crease it. Unfold it again. The crease divides your paper into two halves.**

(c) **Fold the paper from one side to the other. Crease it. Unfold it again. Now the creases divide your paper into four parts.**

(d) **Take your pencil. In each of the four parts draw a circle about as big as the top of a paper cup.**

(e) **Make the top, left circle into a Jack-o-Lantern. With your pencil, put in the eyes, nose, and mouth. Color it orange.**

(f) **Make the top, right circle into the sun. Color it yellow.**

(g) **Make the bottom, left circle into an apple. Color it red. Put a brown stem on it.**

(h) **Make the bottom, right circle into a wheel. Color it blue.**

(i) **Turn the paper over. Use your black crayon to put your name on your paper.**

LESSON 14


Purpose: to teach pupils to:
listen to, and follow, directions when several directions are given at one time.

Procedure: 1. Give each pupil a piece of paper. Tell the pupils to listen and follow your directions. Tell them that you will give *several* directions at once and that they must listen carefully *until you have completed* the entire set of instructions before beginning. Avoid over-emphasis on key words as you read.

2. Check as the pupils work. If you note difficulties, draw a sample page on the board. Re-state the directions. Discuss the example with the pupils. Have it done on the board. Continue with the next directions to be followed at their desks. Re-check.

- (a) Draw a big tree in the middle of the page. Put two apples under it and three apples on it.
- (b) Make a wagon and a box beside the two apples.
- (c) Put a line under the wagon and an X on the box.
- (d) Put two lines under the apples that are on the ground and join the apples that are on the tree.

Turn your paper over.

- (a) Make four crosses. Draw a line under the first one and circle the last one.
 - (b) Make three circles. Put eyes on two of them and ears on the other one.
 - (c) Make six stools. (Demonstrate on the chalkboard  .) Put a ball on one of them and an X under one of them.
 - (d) Draw two lines under one stool and three lines over one stool. Then join two stools.
-

LESSON 15

Purpose: to teach pupils to:
listen to and follow directions.

Procedure: 1. Use the procedure suggested in Lesson 12. Have the pupils, *not* the teacher, give the instructions.

2. Discuss standards for giving and listening to directions.

3. Tell the pupils that you will choose one of them to come to the front of the class and give directions to the others. Caution them to give directions first and then call on someone, either a pupil, the boys, a specific row, or the whole group. They can vary the type of activity and may include chalkboard work, actions, etc.

Warn them not to begin to speak until the class is quiet and ready to listen, or the directions will not likely be heard.

LESSON 16

Purpose: to teach pupils to:
make inferences based on story detail when listening.

Suggested Procedure: 1. Read the first section.

2. Ask questions that require "listening between the lines."

Suggested questions:

Section 1 **Why does Pussy Cat want Robin to fly down?**
 How do you know?
 Where was Robin perched? (in a tree)
 How do you know?

3. Discuss the fact that the story you read didn't really *say* all these things in words but it *meant* them. Remark that we must *think* as we *listen* to really understand the story.

4. Follow the same procedure with the following sections, but this time tell the pupils you will ask questions for which the story doesn't *really* state the answer. Tell them they should be *thinking* about the details as they listen.

Suggested questions:

Section 2 **Where did Black Hawk live?**
 Was the forest near the Pussy Cat's home?
 Why did Black Hawk want to show off his feathers?

Section 3 **Where was Sly Fox?**
 Was the field near the forest?
 Why did Sly Fox want Robin to hop down?

Section 4 **Was the king's palace near the field where Robin met Sly Fox?**
 Did the king and queen like birds?

Story:

ROBIN REDBREAST

1. Robin Redbreast sat on a branch singing "Cheer up, cheer up," as loudly as he could.

Pussy Cat saw him and asked, "Where are you going, Robin Redbreast?"

"Spring has come, and I'm going to tell the King," replied Robin politely.

"I want to show you the gold rings in my eyes," said Pussy Cat. "I'm sure you have never seen such beautiful gold rings. Please hop down and look at them."

2. "Oh, no, Pussy Cat," said Robin. "I don't want to look at the gold rings in your eyes. I saw you kill Brown Mouse yesterday, and I know you would like to kill me, too."

So Robin Redbreast spread his wings and flew away. After a long time he perched in a tree in the forest.

Black Hawk saw him and asked, "Where are you going, Robin Redbreast?"

"Spring has come, and I'm going to tell the King," replied Robin politely.

"I want to show you the green feathers in my wings," said Black Hawk. "I'm sure you have never seen such beautiful green feathers. Please fly up and look at them."

3. "Oh, no, Black Hawk," said Robin. "I saw you kill Gray Sparrow yesterday, and I know you would like to kill me, too."

So Robin Redbreast spread his wings and flew away. After a long time, he perched on a stump in a field.

Sly Fox saw him, and asked, "Where are you going, Robin Redbreast?"

"Spring has come, and I'm going to tell the King," replied Robin politely.

"I want to show you the white spot on the end of my tail," said Sly Fox. "I'm sure you have never seen such a beautiful white spot. Please hop down and look at it."

4. "Oh, no, Sly Fox," replied Robin, "I saw you kill White Duck yesterday, and I know you would like to kill me, too."

So Robin Redbreast spread his wings and flew away. After a long time he came to the King's palace and perched on the window sill.

"Spring has come. Spring has come. Cheer up, cheer up," sang Robin Redbreast as loudly as he could.

The King heard Robin singing and came to the window.

"Why, here is Robin Redbreast," said the King to the Queen. "Spring has come at last."

The King and Queen were so glad that they placed some crumbs on the window-sill, and Robin had a good supper. They did this every day, and Robin Redbreast had his meals at the King's palace all summer. And every day he sang, "Cheer up, cheer up," to the King and Queen.

Adapted

Use Practice Book
page 27.

Directions:

Tell the pupils to look very carefully at all the pictures on this page and think of the story "Robin Redbreast." They are to circle all the pictures of people, animals, and places that were mentioned in the story.

Check the page *with* the pupils, re-reading parts of the story, if necessary.

LESSON 17

Purpose: to teach pupils to:
make inferences based on story detail when listening.

Suggested Procedure: 1. Follow the same procedure as was used with Lesson 16.
Discuss each answer making sure that the pupils realize

(a) the answer was not directly stated in the selection;

(b) there was information in the selection on which the answer was based.

2. Suggested questions:

Section 1 Why does Mrs. Squirrel always scold?

Section 2 Will the little rabbits be happy to have Sammy as a new brother?

Section 3 Why is Sammy going to go to live with the chipmunks?

Section 4 Will Sammy like living with the chipmunks?

Section 5 Why did Sammy decide to go home?

Story:

SAMMY AND HIS OTHER MOTHERS

1. Sammy Squirrel was having breakfast. He chewed and he chewed, he munched and he crunched. His mother said, "Your manners are very bad, Sammy. You shouldn't make so much noise when you're eating."

Sammy sighed. He hurried to finish his breakfast. "May I go out and play?" he asked.

"All right," Mrs. Squirrel replied. "But don't play with Charley Chipmunk. He's rather wild, and he's much stronger than you."

Sammy sighed. He walked into the kitchen and looked at the jar of cookies on a shelf. He reached up, put his paw in the jar, and took out three cookies. Just then Mrs. Squirrel came in.

"Sammy Squirrel!" she said. "You put those cookies back into the jar! There will be no eating between meals in this house!"

Sammy put the cookies back. He sighed again. "You're always scolding me. I think you're mean."

"Perhaps you'd be happier with another mother," said Mrs. Squirrel.

"Maybe I would," said Sammy crossly.

2. He ran to his room. He pulled his blue kerchief from a drawer. In it he packed his yellow sweater, his blue nut basket, and a change of underwear. Then he knotted the kerchief and started off to find another mother. He came to the Rabbits' hutch. Mrs. Rabbit was in her kitchen stirring a big pot of carrot stew.

"I've come to be one of your children," said Sammy.

"Well, the more the merrier, I always say," replied Mrs. Rabbit. She went on stirring the stew. "Dinner will be ready soon. Please call the other children."

Sammy put his kerchief in a corner of the hutch and hurried out to the back yard. There were lots of rabbits there. Big ones, little ones, and middle-sized ones — gray ones, brown ones, and white ones. They were playing a game of tag.

"Dinner's ready," Sammy called.

"Who are you?" asked a small gray bunny.

"I'm your new brother," said Sammy.

"We already have lots of brothers," said the bunny.

3. The rabbits sat down at the big table. Sammy sat down too. The rabbits began filling their bowls from the big bowl in the middle of the table. By the time it was Sammy's turn, there was nothing in the bowl but a small piece of carrot. Sammy took it, and looked at Mrs. Rabbit. Mrs. Rabbit just shook her head.

"Oh, Sammy, I'm sorry. But there isn't any more. My bunnies are such hungry ones. But it will soon be time for supper. Then you'll have plenty to eat."

Sammy sighed. He was hungry now. Supper seemed very far away. He stood up. "I think maybe I'll go live with the Chipmunks," he said.

"Well, suit yourself," said Mrs. Rabbit.

4. So, Sammy hopped along the road until he came to the Chipmunks' home. Mrs. Chipmunk was out in the yard hanging up the wash.

"I've come to live with you," Sammy said. "I need another mother."

"Oh? Well, we're glad to have you, I'm sure," Mrs. Chipmunk replied politely.

Just then Charley ran into the yard. "Hi Sammy! I was hoping you would come over today!"

"I'm going to be your new brother," announced Sammy.

"But I already have a brother," said Charley. "Couldn't you be my new sister? I don't have any of those."

"No," said Sammy crossly. "I'm a boy squirrel."

"Well, let's go down to the brook. I feel frisky," said Charley.

"Take your sweater," said Mrs. Chipmunk. "It's cool down there." Charley ran into the house and came back wearing a blue sweater.

"Don't I need a sweater too?" asked Sammy, opening his kerchief.

"Suit yourself," said Mrs. Chipmunk.

"You're a big squirrel now — able to take care of yourself. You should know what you need."

5. Sammy put on his yellow sweater and hopped off after Charley, who was already halfway down the road. When they reached the brook,

Charley was ready to play. He shouted and jumped and pushed and shoved at Sammy.

Suddenly, Charley gave Sammy such a very big push that Sammy fell right into the brook!

"You look so funny! Ha, ha!" Charley shouted. He laughed so hard that suddenly *he* lost his balance and splashed into the brook! He came up sputtering.

"That water's cold!" he shivered.

"I found that out," said Sammy.

So Charley and Sammy ran all the way back to the Chipmunk house. Mrs. Chipmunk threw up her paws when she saw them.

"What ever happened to you?" she cried.

"We were playing and we fell into the water," said Sammy.

Mrs. Chipmunk began fussing around, getting towels and drying Charley's head and paws. When Charley was quite dry, Sammy said in a small voice, "I'm wet, too, Mother Chipmunk."

Mrs. Chipmunk gave him a towel. "Then dry yourself," she said. "You're a big squirrel now."

"I don't think I'll stay for supper," Sammy said. "Thank you just the same, but I'm going home."

Gina Bell-Zano

LESSON 18

Purposes: to teach pupils to anticipate outcomes when listening;
to have pupils practise the recall of details to support the prediction.

Suggested Procedure: 1. Tell the pupils that you will read a short story without an ending. Direct them to listen carefully to all the sentences and then, *from what they have heard*, decide what the ending could be. Let them know that the ending they imagine must fit all the rest of the story.

2. Read the first unfinished narrative.

3. Ask for two or three likely endings. Direct the other pupils to listen to each ending and tell why it does or does not fit the rest of the story. (This is a good opportunity to promote careful listening to classmates.)

4. Direct the pupils to listen again while you read the unfinished story to tell what clues they had to remember to make sure their ending fitted the story. Elicit the following clues: (a) morning, (b) dark, (c) slept in, (d) called, (e) up, half-asleep, (f) hurry, (g) downstairs, (h) laughter.

5. If you wish, you may read the writer's ending:

"I had forgotten to take off my pyjama top. When I pulled on my sweater, the pyjama sleeves bunched up like huge muscles on my arms. I looked like the strong man at the circus."

6. Follow the same procedure for the second unfinished narrative, eliciting the following clues: (a) Spot wants to follow, (b) hound can find master, (c) puppy hasn't learned to stay at home, (d) ten in the morning, (e) Monday — a school day, (f) Spot gets away.

Writer's ending:

"At school, just before recess, a mournful howling sounded in in the hall. The teachers all thought somebody had been hurt. They all opened their doors. There was Spot, howling as only a hound can howl. He had run in when someone had opened the door, but his leash was dragging and the door caught it. My teacher likes dogs. She let Spot lie under my chair until noon.

Unfinished Narratives:

1. "It was very dark yesterday morning, and I slept in. When Mother called 'Breakfast!' I jumped out of bed, half-asleep, and got dressed in a hurry without putting the light on. When I got into the breakfast room, everybody looked at me and laughed."

2. "Everywhere I go, Spot wants to go too. He is a hound puppy, and he can find me almost anywhere. Before I start for school, I feed him and hook his leash on the clothesline in the back yard. Last Monday, about ten o'clock in the morning, Mother went to hang out the washing. When she unhooked the leash, Spot jerked it out of her hand."

LESSON 19

Purposes: to teach pupils to:
make inferences when listening;
to have pupils practise listening for detail.

Suggested Procedure: 1. Tell the pupils that you will read, in three parts, a poem called "A Sure Sign." Direct them to listen carefully to see if they can tell what the poet is looking for.

2. Read lines 1 – 10. Ask for ideas and the clues used: (a) in the mail, (b) white, (c) square, (d) sealed with wax, (e) bumpy, (f) flat, thin edges, (g) lumpy. Other pupils listen to tell why the guess does or does not fit the stanza.

3. Use the same procedure for lines 11 – 21. Require pupils to identify the clues that made them change their guesses: (a) arrow, (b) heart, (c) cupid.

4. Tell the pupils that you will read the whole poem except the last word. Instruct them to listen carefully to be able to chorus the last word, which is a rhyming word.

Poem:**A SURE SIGN**

Here's the mail, sort it quick –
 Papers, letters, notes,
 Postcard scenes,
 Magazines;
 Our hearts are in our throats.
 Something there,
 White and square,
 Sealed with wax, and bumpy –
 At the edges flat and thin,
 (10) In the middle lumpy.
 When you feel the envelope,
 Do your fingers trace
 Something narrow,
 Like an arrow?
 Or a part
 Of a heart?
 Or a Cupid's face?
 Is your name across the back?
 In a crooked line?
 Hurry, then; that's a sign
 Someone's sent a _____! (Valentine)

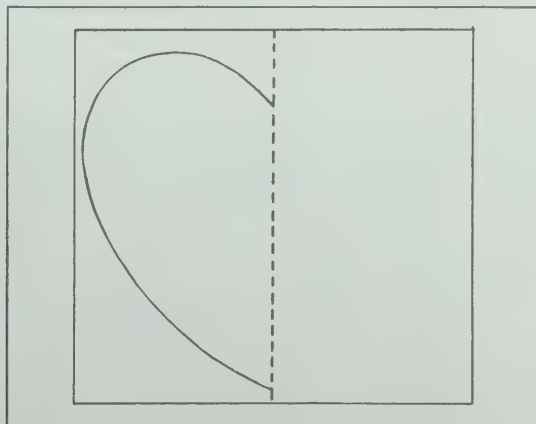
Nancy Byrd Turner

LESSON 20

Purpose: to have pupils:
practise following oral directions.

How to make a "Guess Who" valentine

Procedure: 1. Teacher's preparation: Draw the diagram below on a stencil and give each pupil one copy (5" x 5"). Each pupil will need a pair of scissors and a box of crayons.



2. Tell the pupils that you will give them instructions for making a "Guess Who" valentine. Have them recall the type of listening needed to follow directions. Direct them to listen carefully to each step and start to follow the directions "ONLY WHEN I SAY, 'DO THAT'."

- Step 1: **Inside this sheet you see a square. Cut out the square. Do that.**
- Step 2: **Inside the square you see a curved line and a dotted straight line. Fold the square along the dotted line, with the curved line showing on the outside. Do that.**
- Step 3: **Keep the paper folded. Cut along the curved line. Do that.**
- Step 4: **Unfold the heart. Put it on your desk with the dotted line straight up and down in front of you. Do that.**
- Step 5: **With your pencil, print your first name and your last name in capital letters not on the heart but on one of the scraps of paper. Do that.**
- Step 6: **Use your red crayon to print your first name BACKWARDS, in capital letters, on the left half of the heart. Look at your first name on the scrap of paper to see how to print it backwards on the heart. Do that.**
- Step 7: **Use your black crayon to print your last name, backwards, in capital letters, on the right half of the heart. Look at your last name on the scrap to see how to print it backwards on the heart. Do that.**
- Step 8: **The second person in each row will collect the hearts. The fourth person in each row will collect the scraps, including the scrap on which you wrote your names. Do that.**

3. On Valentine's Day, shuffle the hearts and give each person a "Guess Who" valentine.

LESSON 21

Purposes: to teach pupils to:
 use key words to infer what will happen;
 base inferences on story detail;
 follow a sequence of events.

Suggested Procedure: 1. Tell the pupils that you are going to say three words, and that they are to listen to the words and then tell what the words make them think of.

Say: kitten dog chase

2. Ask several pupils for their "stories." (There should be no repetitions if pupils are listening well to their classmates.)

3. Tell the pupils that you will read the author's beginning based on the three words: *kitten*, *dog*, and *chase*. Direct pupils to listen to tell in what way it is like or different from their own stories. Read and discuss briefly:

My kitten is six weeks old. On Saturday, I let it out the front door for the first time. I watched through the window to see that it didn't go too far away. The milkman's truck drew up, and out leaped his dog, barking furiously at the kitten. Away went the kitten, down the street, after it the dog, and after the dog, me, of course, far behind.

4. Tell the pupils that you will now give them three words that should help them to know what happened next.

Say: pole scrambled top

Repeat procedures 1, 2, and 3, using the following in your repeat of 3:

Halfway down the block, the kitten leaped at a telephone pole, climbed out of the dog's reach and scrambled up, and up, and up, right to the top of the pole. The dog leaped at the pole, barked and growled, and then trotted back to the milk wagon.

Compare briefly the pupils' versions.

5. Tell the pupils that you will read the author's next paragraph. Direct them to listen to tell what suggestions are offered for getting the kitten down.

"Kitty, kitty, kitty," I called, but it wouldn't come down. I tried walking away, but it didn't budge. Several people came along and stopped and talked to me. They all said, "Oh, it'll come down. Give it time to get over its fright." Then a voice from high up called, "Don't worry, son. If it doesn't come down, I'll help you."

6. Tell the pupils that you will read a list of the people who talked to the boy. Direct them to listen to name the one that offered to help. Remind them that to choose the right one they will have to recall what has happened before in the story.

Read: **druggist, nurse, fireman, postman, telephone repair-man, butcher.**

Require pupils to tell why they chose the one they did.

7. Direct the pupils to listen to the list of things you will read to choose the one or ones they think will be used to help get the kitty down. Have the choice justified on the basis of evidence in the story.

(truck)	(hose)	axe	(rope)	(bandage)	(liver)
(catnip)	(saw)	ladder	(saucer of milk)		(lasso)
	climbing irons	(basket)	(helmet)		belt

If this list seems too long for your pupils, omit some or all of those in parentheses.

LESSON 22

Purpose: to teach pupils to:
make inferences based on story detail when listening.

Suggested Procedure: 1. Recall with the pupils how they had been learning to *think* as they listen and add ideas to what they hear. Remind them that they can't just "make up" their own stories but can think about what the story really *means* to tell.

2. Have the pupils listen to each section of the story and then ask questions that require them to make inferences based on the story detail. In each case have them tell what detail in the story prompted the answer given.

Suggested questions:

Section 1 What is Andy's favorite game?

Section 2 Is it a long trip to Chicago?

Section 3 What time of day did the family leave for Chicago?
What is Andy going to pretend?

Section 4 Why does Roomette 7 make a better space capsule than the kitchen table at home?
Why was the spaceman sleepy?

Section 5 Why did Andy change his mind about going to the moon?

Section 6 Why did Andy change his mind about travelling on rocket ships?

Story:

ROCKETS DON'T GO TO CHICAGO

1. One day Andy's mother said, "We're going to Chicago - you and Daddy and I - to visit Aunt Alice."

"Can we go by rocket ship?" asked Andy.

"Rockets don't go to Chicago," said Mother. "We're going on the train."

Andy had never been on a train, but he knew all about rockets. "I like rocket ships better," he said. He crawled under the dining room table. "This is my space capsule," Andy said, poking his head out. "Here I go to the moon."

"Again?" said Mother. "Good-bye."

"Nine, eight, seven, six, five, four, three, two, one," shouted Andy. "Whoosh! Whee! Er, er, er! Zzz!" Off he went to the moon.

2. When Daddy brought home the railroad tickets, Andy began to feel excited about the trip, even if he couldn't go in a rocket ship.

At last the day came and they went to Union Station. They went to a gate. A conductor looked at their tickets. They walked down a dim platform where the train stood waiting with bright lights inside.

A porter in a white jacket met them. "Roomette seven for the young man," said Daddy.

The porter carried Andy's suitcase down a long passageway. People were sitting in little rooms on both sides. They came to roomette seven. Mother and Daddy had a room across the aisle.

3. Andy looked at the tiny room. It had a seat and had a window with a shade he could pull down. It had a door he could shut and a curtain he could zip. Daddy showed him the fold-up bed and the fold-up wash basin. He showed him how to switch on the lights and the air conditioning.

"Oh, boy!" said Andy. He was having a wonderful idea as he looked around roomette seven. "This is my space capsule," he said. "I'm going to the moon in my rocket ship. Now I have to shut the door. Good-bye."

"Good-bye," said Mother.

Andy hurried and put his pyjamas on and bounced into bed. He pulled down the shade. He zipped the curtain. He was snug in his space capsule.

He unzipped the curtain and poked his head out. "Here I go to the moon."

"Good-bye," said Mother and Daddy.

4. Andy zipped the curtain again. "Nine, eight, seven, six, and so forth! Whoosh! Zzz!" he shouted, switching various switches.

The rocket rose. "Er, er, er! Whee!" shouted Andy. Higher the rocket roared. Andy switched the switches. Faster the rocket raced.

Andy pulled up the window shade. He could see the moon and he steered straight for it, busily switching switches.

Shooting stars went flashing by. Toward outer space the rocket streaked. Faster . . . faster . . .

Suddenly Andy rubbed his eyes. "I'm not very sleepy," he thought. "I'll rest for a minute." He switched the switches so the rocket could steer itself. He put his head on the pillow for a minute.

The spaceman was very tired from traveling. He fell asleep while the rocket ship steered itself toward the moon.

Andy's eyes opened slowly in the middle of the night. There was a dim light over his bed. Outside the window the night was pitch black. At first he thought he was on the train. Then he felt the rocket ship rocketing toward the moon.

5. Andy sat up and looked out. And there was the great yellow moon coming closer and closer.

Andy felt strange and lonely. He didn't think he wanted to go far away to the moon. Where were Mother and Daddy? Had they gotten off at Chicago? The moon looked bigger and bigger. He might land with a *smash*. He had forgotten which switch to switch to bring his rocket down.

Andy slid out of bed. He unzipped his curtain. He stepped into the corridor. The car was quiet. The roomette doors were closed.

He knocked at Daddy's door. No answer. He knocked again. No answer.

6. He pounded hard. Here stood Daddy, looking sleepy.

"I'm not going to the moon," said Andy.

"Well, good," said Daddy.

"Will you please help me get my rocket ship down?" said Andy.

Daddy knew which switch to switch. Andy gave a sigh of relief.

Mother came to tuck him in. "I think I'll go to Chicago," said Andy.

"Aunt Alice will be very pleased," said Mother.

When Andy woke up again, it was morning. He sat up and looked out at cows in a field, as the train raced along. He felt cozy and safe.

Now he had time to look around and see what a train was like. The porter pushed up his bed. "That's neat," said Andy.

He washed in the basin and folded it up. "That's neat," said Andy.

He was anxious to get to the dining car. He led the way, opening doors. He was happy to see the waiters bustling and to smell ham and eggs. He looked out as he ate, so he wouldn't miss a thing.

By the time they arrived in Chicago Andy knew all about trains.

"Do you like trains, Andy?" Aunt Alice said as they walked out of the station.

"They're neat," said Andy.

"But Andy might go back to Toronto in a rocket ship," said Daddy.

Andy gave his father a withering look. "Rockets don't go to Toronto!" said Andy.

Jane Thayer

LESSON 23

Purpose: to consolidate the teaching of making inferences and predicting outcomes when listening.

Suggested Procedure: Since this is a culminating experience, keep the discussion short, to test how well your pupils can now predict outcomes.

1. Tell the pupils that you will read a story in parts. At the end of each part you will ask them to tell what will happen next. Direct them to listen carefully to fit their ideas to what has gone before. Read the two introductory paragraphs. Call for possible happenings. These can be many and varied at this point.
2. Tell the pupils you will now read the author's next paragraph. Direct them to listen carefully to hear how this new part changes their ideas of what happened next. Read cumulative addition (a). Discuss how this alters their predictions. Have them revise their predictions.
3. Repeat these procedures for additions (b), (c), (d), (e), and (f).

Unfinished Narrative:

POOR TOMMY

Tommy liked to go to the park. There were so many interesting things there. In the middle was a fountain, and around it a pool, and in the pool, goldfish. There was a patch of grass, where today a family was spreading out a picnic lunch. There was a bed of prickly rose bushes whose blooms were just the right height for smelling.

Best of all, according to Tommy, the balloon man was always there, and today Tommy had five cents.

Tommy bought his balloon — a red one — and turned to go to look at the fish. At that moment, a team of boys hurrying to the baseball field jostled past him. And away went the balloon!

Cumulative Additions:

(a) There wasn't much wind, so the balloon just drifted away towards the fountain, with the string dangling down almost within Tommy's reach. And after it went Tommy, watching the balloon, snatching at the string, BUT NOT WATCHING WHERE HE WAS GOING! POOR TOMMY!

(b) Just as Tommy thought he had it, his foot hit the rim of the pool. "Ooooooh!" cried Tommy, and put out his arms. Into the pool went his arms, up to his elbows. There Tommy hung over the rim of the pool, while the balloon drifted under the spray of the fountain, out on the other side, and on towards the picnic party.

(c) Tommy got up, shook his wet arms, and ran round the pool. "There it is!" he cried, as he spotted the balloon. "Catch it!" he shouted to the people picnicking. But they were too busy spreading out sandwiches and cakes and bowls of salad. So Tommy fixed his eyes on the balloon again, and away he went after it.

(d) A woman hustled a baby carriage out of his path.

"Look out!" she cried, "Watch where you're going!" Tommy didn't hear her, but the family picnicking did — just in time. Another second and Tommy would have put his foot into the salad. But the mother and father put out their arms, and into them fell Tommy. He lay there a minute, puffing, frightened, and ashamed. But he saw that their eyes were smiling, and he smiled back. "I'm sorry," he said. "I hope I didn't hurt you. I hope nothing's spilled." "No, we're O.K.," said the father. The mother just laughed. She was a big woman, and when she laughed, she shook all over. She was the laughingest woman Tommy had ever met. Then the children all laughed, and the father laughed. Tommy laughed, too, as he got up.

"Thank you very much," he said. "Now I'll see where my balloon has gone."

"It's over there," cried the children, pointing. "In the rose bushes."

(e) There it was, bobbing up and down on top of the rose bushes. Tommy ran over. So did the other children. It was in the middle of the rose-bed, away out of reach. It would lift a little and then settle down on top of the rose bush. Every time it rose up, the children all cheered, "Aaaaah." Every time it settled down, they all groaned "Ooooooh," expecting to hear it go "Bang" when it touched a rose thorn.

(f) Suddenly another balloon rose out of the rose-bed, a green one. Up it came, right out of the bushes. Then Tommy saw that it wasn't a balloon. It was the gardener's hat, and under it was the gardener's head, and under it the gardener's face and his neck, and his shoulders, and his arms.

"Hey! Hey! Hey!" he said. "What's all this fuss about? I'm just weeding the rose-bed."

"Oh, Mr. Cornerbrooke," said Tommy. "It's my balloon — just behind you. If it hits one of those thorns, it is going to burst." Mr. Cornerbrooke turned his head, and reached out a long arm, and caught the string of the red balloon, and drew it to him. Then he took a deep breath, and gave a mighty puff, and the balloon floated right into Tommy's hands.

LESSON 24

Purposes: to teach pupils to:
 respond to the sound effects of words
 and to the visual images created;
 experience rhyme and rhythm.

Suggested Procedure: 1. Tell the pupils you will read them the first stanza of a poem about galoshes. Direct them to listen and picture what is happening.

2. Have some or all of the pupils stand. Direct them to pantomime what they saw happening in the poem, as you read the stanza again.

3. Direct the pupils to listen again to the first stanza to pick out the words that make the sounds they hear as Susie steps slowly along in the slush (splishes, sploshes, slooshes, sloshes, and perhaps galoshes and slush, or all the s words).

Re-read stanza 1.

4. Put the sound-effect words on the board as pupils give them. Have them repeated in unison.

5. Tell the pupils to listen, as you read the rest of the poem, for some new and different sounds. Read the next two verses.

6. Discuss the different mental pictures and auditory images, created by "stamp – tramp – ice – concrete" and "slippery – slush – slooshes – sloshes." You might want to point out to the pupils that the first group of words has hard, sharp sounds to help us to see, feel and hear the hard ice and concrete, while the other words have soft, slurred sounds that imitate almost exactly the sound made by stepping into slush.

7. Re-read the poem.
Your class may want to memorize it.

Poem:

GALOSHES

Susie's galoshes
Make splishes and sploshes
And slooshes and sloshes,
As Susie steps slowly
Along in the slush.

They stamp and they tramp
On the ice and concrete,
They get stuck in the muck and the mud;
But Susie likes much best to hear

The slippery slush
As it slooshes and sloshes,
And splishes and sploshes,
All round her galoshes!

Rhoda W. Bacmeister

LESSON 25

Purpose: to teach pupils to:
form visual images as they listen.

Suggested Procedure: 1. Comment that as we listen to a story, we can see in our minds what is happening. Tell the pupils to close their eyes and picture the things you read about.

Read "The Story of Topsy."

2. Re-read the story, one section at a time. Use questions such as the following to focus attention on the pictures in each section. Have several pupils express their ideas.

Section 1 What did you picture as you listened?

Section 2 Describe the rabbit's mealtime.

Section 3 What do you see Topsy doing?

Section 4 Tell how Topsy's game looked to you.

Section 5 What two things did you see?

3. As *each* question is answered, ask the pupils to tell what words helped them to see the picture. (Some of the key words have been underlined.) Help the pupils to realize that the words of the story *and* their own experience influenced the picture. (For example, the big gray rabbit will look like rabbits they have seen.)

4. Repeat the following phrases while the pupils listen and form a mental picture *without verbalizing what they see*.

— lazy little ladybug.

— crawly, creepy caterpillar.

— crispy, crunchy carrots.

— bobbed up and down like a bouncing ball.

Story:

THE STORY OF TOPPY

1. Far back in a green clover field, lived a little gray rabbit with a little white cottontail. His name was Topsy and he lived with his mother, who was a big gray rabbit with a big white cottontail.

2. Topsy and his mother liked to eat the clover that grew all around them. They nibbled the green leaves and the white flowers. They nibbled, nibbled, nibbled all day long. When they got tired of clover, Mother Rabbit would hop into the farmer's garden and get some fresh green lettuce leaves or some crispy crunchy carrots.

3. One morning Mother Rabbit went to the garden and left Topsy playing in front of their home. He found a lazy little ladybug to play with. He saw a green grasshopper and watched a crawly, creepy caterpillar.

4. Then a beautiful yellow butterfly came by and stayed to play. Topsy jumped into the air after it. Once it landed on his ear and tickled him. He whirled around and tried to catch it, but it got away. Up and down it flew. Up and down hopped Topsy.

5. Then he saw his mother. She squeezed under a gate and lipperty lip, flipperty flip! she came. Her white tail bobbed up and down like a bouncing ball as she hopped across the clover field. Before you could count a bunny's whiskers she was home, and Topsy was nibbling lettuce.

Esther Casjens

Directions:

For each row, read the word(s) as indicated below. Pupils circle the pictures to which the word(s) could refer. For example, for the first row, the words are “creepy crawly”; the pictures to be circled are the *caterpillar* and the *worm*.

Row 1: creepy crawly

Row 2: crispy crunchy

Row 3: gr-r-r-owl

Row 4: crash! bang!

Row 5: squish squash

Row 6: squeak

Row 7: ting-a-ling

LESSON 26

Purpose: to teach pupils to:
form sensory impressions as they listen.

Suggested Procedure: 1. Tell the pupils that you are going to re-read the story, “Rockets Don’t Go to Chicago” (Pages 340-341). Instruct them to listen and pretend they are travelling with Andy. Read and discuss the story one section at a time.

2. Discuss the pictures presented in *each* section. Encourage the pupils to express different views. Guide them to realize that, as we listen and form pictures in our minds, we add much to what the words actually state. For example, after hearing the first section, pupils may

- (a) establish Andy’s age, size, description.
- (b) describe Andy’s mother.
- (c) see Andy poised, ready for the take-off.



Steps 3, 4, 5, 6 may follow in a second lesson.

3. Re-read Section 4. Have the pupils pantomime Andy’s actions.

4. Have the pupils try to recall several words that suggested the speed of the rocket in Section 4. (*roared, raced, streaked, flashing by, rocketed.*)

5. Have the pupils listen again to Section 1 and find words that describe sounds.

6. Comment that no sounds are mentioned in Section 2. Direct the pupils to listen as you read it, and describe the sounds they might hear in this situation.

LESSON 27

Purpose: to teach pupils to:
form sensory impressions as they listen.

Suggested Procedure: 1. Before reading Section 1, tell the pupils that you will read the beginning of a story. Instruct them to listen and try to picture (a) where the story takes place, and (b) how the characters look.

2. Following the reading of this section encourage the expression of different ideas in response to such questions as:

- (a) What color was the cottage?
- (b) How big was it?
- (c) Describe where it was.
- (d) How was the little girl dressed?
- (e) Describe the fairy.

3. As each subsequent section is read, instruct the pupils to pretend they are really "there." Then encourage them to verbalize their impressions by asking questions such as the following:

Section 2 How does the little girl look now?
Describe the pot.
Describe the kitchen of the little girl's home.
What would you smell in the kitchen?

Section 3 How did the woman look when the pot started
to steam and bubble?
What would you have seen happening if you had
been there?

Section 4 How did the little girl speak to the pot?
How did the house look?

4. For a second lesson, you might re-read the story and have the pupils retell it in four parts (a) the girl meets the fairy, (b) the fairy's gift, (c) the fine food, (d) the accident.

Story:**THE MAGIC POT**

1. A little girl lived with her mother in a cottage near a forest. They were very poor, and often did not have enough to eat. One day when the little girl was out in the forest, crying because she was so hungry, a beautiful fairy appeared.

"Why are you crying, my child?" asked the fairy.

"Oh, I'm very hungry," the little girl replied. "My mother and I have nothing to eat in the house. We are always hungry."

2. "Perhaps I can help you," said the fairy. "See, here is a magic pot. Whenever you are hungry, put it on the stove, and say 'Little pot, boil.' When you wish it to cease boiling, say 'Little pot, stop.' Be sure to say just these words and no others, and you will have all the food you need."

The fairy then disappeared, leaving in the hands of the little girl a bright, shining pot. She carried it home, and did as the fairy had directed. Sure enough, when she put the pot on the stove and said 'Little pot, boil,' it began steaming and bubbling, and soon a fine pot of porridge was ready. When she said 'Little pot, stop,' it stopped boiling and bubbling at once.

3. After this the little girl and her mother never lacked for food. And the strange thing about it was that they never knew what kind of food the magic pot would provide next. Sometimes it was porridge; sometimes it was soup. One day it would be potatoes; another day it would be eggs. This time it would provide macaroni; the next time it would provide meat.

It was all the time giving them the most pleasant surprises. And so mother and daughter lived together, happy, comfortable, and well fed.

One day, when the little girl was away, the mother felt hungry and decided she would have the magic pot provide something to eat. Now she had never before asked the pot to do this, and she was a little bit afraid. But she placed the pot on the stove and said, 'Little pot, boil,' as she had often heard her daughter do. To her delight, the pot began to steam and bubble, and soon she had some fine rice pudding ready to eat. But then the poor woman forgot the words she ought to say to get the pot to stop. Try as she might, she could not recall them, and in the meantime the pot kept on boiling. She shouted, "Stop, stop, little pot," and "Little pot, stop boiling," and several other things. But these were not the right words, and she got more excited every minute. Soon the rice pudding boiled over upon the stove and upon the floor. It filled the kitchen, and poured out into the other rooms of the cottage. The woman was driven out of her house, and it looked as if the whole forest would be flooded with rice pudding.

4. By this time the little girl had returned. Seeing at a glance what had happened, she shouted at the top of her voice, "Little pot, stop!" The magic pot at once stopped boiling, but the little girl and her mother had to spend the rest of the day house-cleaning. And ever afterwards, the woman let her daughter give all the orders to the magic pot.

W.J. Karr

LESSON 28

Purpose: to teach pupils to:
form vivid sensory impressions as they listen.

Suggested Procedure: 1. Tell the pupils that you will read a poem about a sky rocket. Direct them to close their eyes and pretend they are outside on a dark night watching the fireworks. Read the poem. (Excellent reading by the teacher is essential to convey the pictures.)

2. Instruct the pupils to listen for the words that help them see the rocket as you re-read lines 1-8. (*fizz, whoosh, up like an arrow, a shower of sparks, a narrow ribbon of gold*).
3. Instruct the pupils to watch as the rocket goes up and they wait for it to explode. Re-read lines 9-16.
4. Ask: **What is the rocket doing?**
Re-read lines 17 – 20.
5. Ask: **What can you see now? hear?**
What words helped you?
Finish the poem.
6. Read the entire poem.

Poem:

SKY-ROCKET

- A fizz and a whoosh
 And up like an arrow,
 A shower of sparks
 That thins to a narrow
 Ribbon of gold
 Caught up in the sky;
 My rocket is off
- (8) To climb ever so high.
 Still higher and *higher*,
 So far beyond far;
 Oh, please, may it reach
 To the farthestmost star!
 Soon, over the black
 Of the sky-dome unending
 My rocket its comets
- (16) Of gold will be sending.
 But, oh! See it dive
 At a frightening rate!
 Will it fall without bursting?
- (20) How long must I wait?
 There! a *flash* and a *boom*,
 A volcano of light,
 And red stars shine now
 In the black of the night.

Harold J. Brodie

LESSON 29

Purpose: to teach pupils to:
form sensory impressions as they listen.

Suggested Procedure: 1. Recall for the pupils that words can make them see, feel, taste, hear, smell, and thus help them enjoy listening. **For example, when I say 'lion' what size animal do you see? What color? Fierce or gentle? What do you hear the lion do? What kind of leap do you see the lion making?** Repeat this procedure for *lamb*.

2. Direct the pupils to listen to the sentence you will read to tell if what is going to follow is really about a lion and a lamb. Read the first sentence of "March." Elicit the topic — two kinds of weather, one like a lamb, one like a lion.

3. Tell the pupils you will read a paragraph about the weather when March is like a lamb. Direct them to listen to tell what they see — *melting snow, running water, robin, grass getting green, old men on benches, heavy clothing forgotten*.

4. Repeat procedure 3 for:

what they hear — *gurgling, chirruping*
what they feel — *warm breeze, sunlight*
what they smell — *sweet, wet air*

5. Repeat procedures 3 and 4 with pupils listening for March like a lion while you read paragraph 3.

what they see — *blowing snow, flying shingles and branches, snowdrift, ice-coated pussy willows, purple and yellow crocuses*
what they hear — *howling wind, breaking branches, rip of shingles, flicks on the window*
what they feel — *cold wind, bits of ice on face, cold bits up sleeves*

6. Relate the selection to the pupils' experience by having them decide whether March this year has been a lion or a lamb.

Exposition:

MARCH

"When March comes in like a lamb," people say, "it will go out like a lion."

When March is a lamb, the soft, warm breezes blow from the south. The snowdrifts melt and run away in gurgles of dirty water down the streets. The air smells sweet and wet, and the first robin hops chirruping across the greening grass looking for an early worm. Old men sit on benches in the park, snoozing in the sunlight, while in the school cloakroom hang the forgotten coats and hats and scarves and mittens. Every-

one sighs happily, "At last it's spring!"

Then along comes the March lion. The icy wind howls around the corners. It rips shingles off roofs and branches off trees. It blows icy bits of snow into our ears and eyes and noses and mouths and up our coat sleeves. It piles a snowdrift against the front door and flicks bits of ice against the window panes. The pussy willows glisten in icy coats, and the crocuses lay their purple and yellow heads against a pillow of snow. Spring seems a long way off.

LESSON 30

Purpose: to teach pupils to:
form sensory impressions of sound and movement as they listen.

Suggested Procedure: 1. Comment to the pupils that one of the delights of reading is that it abolishes time. On cold winter days, we can enjoy a story of swimming in the lake and on hot summer days a story of making a snowman. Direct pupils to listen to the first sentence you will read to tell the season of the year (fall) and what the story is about (wind in the trees).

2. Ask the pupils to say the word that makes the sound of the wind through the leaves (*swished*). Put it on the board. Direct the pupils to listen to the second sentence to say the word that shows how the leaves moved (*floated*). Put it on the board. Ask them for the word that made a picture of how the leaves floated down (*umbrellas*). Put it on the board. Have the pupils say the three words and show the movements of the wind and the leaves with their hands as they say them.

3. Direct the pupils to listen to all of the first paragraph to pick out more words that show sound and movement:

chasing, teasing, rolled, tossed, scuffed

4. Proceed similarly with paragraph 2 for *rustle*, *crack*, and *rustling*, and the activity associated by Roger with "crack" (*corn-popping*).

5. Direct the pupils to listen to the first sentence of paragraph 3 to name the words that make them "hear" the stillness (*died down*). Read the next sentence. Direct the pupils to listen to the third sentence to be able to say the words that make them hear the new sound Roger heard (little, shy, *scurrying*). Read all of paragraph 3. Have the pupils say the word *scurrying* and show the movement with one hand under the other.

6. Give practice in making inferences by asking pupils to tell what may be making this noise.

7. Direct the pupils to listen to the last paragraph to tell what was making the scurrying sound and the two words (*out*, *darted*) that show how it moved when Roger saw it.

Descriptive Narrative:

The fall wind swished through the leaves of the trees. The leaves floated to the ground like little umbrellas. And the wind, still chasing and teasing, rolled and tossed them across the road. Roger's feet, in his new school shoes, scuffed through the dried leaves.

Rustle — rustle — crack went the leaves. Roger, who was six, and walking home from school, grinned to himself. He loved the sound of the rustling leaves. It was such a fine, dry, corn-popping, *fall* sound.

At the bend in the road, the wind died down. Roger heard another noise. It was a little, shy, scurrying noise deep in the leaves. Roger

started forward. Then he remembered what Seth had said and he stood still as a fence post and waited. Seth was the hired man on Roger's father's farm and he knew everything. "If you want to see wild animals," Seth had said, "you can't just rush in on 'em. You have to wait and be patient."

This time, Roger did not have to wait long. There was another stir in the leaves, and then, plain as a pumpkin, out came the chipmunk and darted across the road.

Lavinia R. Davis

LESSON 31

Purpose: to consolidate the teaching of forming sensory impressions when listening.

Suggested Procedure: 1. Comment to the pupils that now they have learned to listen to words of colors, movements, sounds, tastes, smells, and feelings, they can enjoy listening to a poem called *Meeting the Easter Bunny*. Ask them to tell you what they saw when you said "Easter Bunny"; what it would feel like if they picked it up.

2. Read lines 1 – 8. Elicit the following sensory impressions. Consider the words that created the impression. Re-read all or portions of the stanza when necessary:

movement	– <i>in, out, round, 'bout</i> <i>tipsy, tipsy-toeing, lightly</i>
sound	– <i>quiet of dawn</i> <i>cocks crowing</i>
color	– of sunrise (inferred) of rabbit (inferred)
the rabbit	– <i>bunnykin</i> – a little one <i>bob-tail</i> – fluffy, round, ball-like

3. Repeat procedure 2, for lines 9 – 16, eliciting:

shapes	– basket – round? oval? square? eggs
hue	– (instead of color, to rhyme with "blue") gold, blue, chocolate, red, gray
taste	– chocolate, bon-bon

4. Repeat procedure 2, for lines 17 – 24, eliciting:

movement	– <i>perked his ears, winked his eye</i> <i>twitched his nose, shook his tail, tip-toe</i> <i>hippety-hop</i> (pupils pantomime the movements with their hands)
color	– ears – white furry outside, pink inside (inferred) eye – pink (inferred) east – gray, pink and yellow fade as sun rises
sound	– bells chime

5. Repeat the entire poem for enjoyment.

Poem:

MEETING THE EASTER BUNNY

On Easter morn at early dawn
 before the cocks were crowing,
 I met a bob-tail bunnykin
 and asked where he was going.
 "'Tis in the house and out the house
 a-tipsy, tipsy-toeing,
 'Tis round the house and 'bout the house
 (8) a-lightly I am going."
 "But what is that of every hue
 you carry in your basket?"
 "'Tis eggs of gold and eggs of blue;
 I wonder that you ask it.
 'Tis chocolate eggs and bon-bon eggs
 and eggs of red and gray,
 For every child in every house
 (16) on bonny Easter Day."
 He perked his ears and winked his eye
 and twitched his little nose;
 He shook his tail — what tail he had —
 and stood up on his toes.
 "I must be gone before the sun;
 the east is growing gray;
 'Tis almost time for bells to chime." —
 So he hippety-hopped away.

Rowena Bastin Bennett

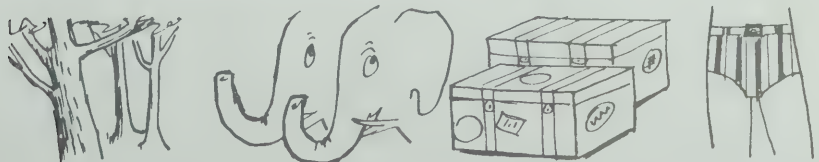
LESSON 32

Purposes: to teach pupils to:
 understand that a word can have different meanings in different
 contexts;
 listen to determine the appropriate meaning.

Suggested Procedure: 1. Read the paragraph "Trunks." Ask which word was used more
 than once in different ways.

2. Put the word "trunks" on the board. Direct the pupils to listen to learn how many
 meanings of "trunks" they heard.

3. Put four groups of sketches on the chalkboard.



Say: **Trees have trunks.**

Ask which picture you have spoken about.

Proceed similarly with:

Elephants have trunks.

Travellers have trunks.

Boys who swim have trunks.

4. Direct the pupils to listen carefully to tell what you are speaking about.

- (a) Which trunks have roots and branches?
Whose trunks have locks and keys?
Which trunks have buttons or buckles?
Which trunks have muscles and flesh?
- (b) Which trunks are covered with skin? bark? leather? wool?
- (c) Which trunks are packed and unpacked? curled and uncurled?
worn and taken off? chopped and sawed?
- (d) Which trunks do you see on the clothes line? in the baggage car?
at the zoo? along the road?
- (e) Which trunks are long noses? big boxes? thick stems?
short pants?

5. Direct the pupils to listen to each of the following sentences and give the correct meaning of "trunk." Have them explain how a particular meaning was chosen.

- (a) They rummaged through the trunk in the attic.
- (b) They bored holes in the trunks of the maples.
- (c) They sucked up water in their trunks and squirted it at us.
- (d) They put their trunks on and stood at the edge of the pool.
- (e) They put their trunks on a truck and sent them to the station.
- (f) He closed the lid of his trunk.
- (g) He picked up the clown with his trunk.
- (h) He scrambled up the trunk and sat on a branch.
- (i) He picked up his trunks and wrung them out.

Selection:

TRUNKS

We pitched our tents in a clearing and went into the African forest to hunt. While we were away, a herd of elephants invaded our camp. They used their trunks to lift the lids of our trunks. There wasn't much in them — a few shirts and our swimming trunks, which the elephants pulled out and scattered around. Then they went on rummaging through our tents. When we got back we found the camp in a mess and the elephants ambling away between the trunks of the trees on the edge of the forest.

LESSON 33

Purpose: to teach pupils to:
 listen to intonation to learn how it can
 change the meaning of a sentence.

Procedure: 1. Say to the pupils: I am going to read about something which happened to a Grade One class. You will hear one sentence three or four times. I shall use my voice in three different ways to give the sentence different meanings. Listen for the sentence.

2. Read:

Yesterday morning, first thing, our teacher said, "I have a surprise for you . . . You know that there is a prize in our school for the class that has nobody late or absent for a whole month. We had nobody late or absent in March."

We could hardly believe that we had beaten all the big kids in the school. We said, "*Our room won?*"

"Yes," said the teacher. "*Our room won.*"

We got out early at recess and stood by the door. As each other class came out, we shouted in glee, "*Our room won! Our room won!*"

3. Elicit the expression by the pupils in three ways, if possible. Discuss the replies to establish that (a) the pupils asked a question; (b) the teacher answered; (c) the pupils shouted happily.

4. Tell the pupils to listen as you re-read the paragraph and note how your voice changes to show different meanings.

5. Direct the pupils to listen carefully as you read and note three ways you say "Free popcorn."

Read:

Our prize for having nobody late or absent in March was a new book. We all went with the teacher to the library to choose the book. I was first out of the library because I knew the popcorn man would be there, and I wanted to be first.

When I went to give him my dime, he said, "Free popcorn."

"Free popcorn?" I said. "How come?"

"Free popcorn," he replied, "for everybody in the class that had nobody late or absent in March."

"Hurrah! Hurrah!" I cried, and yelled to the other kids coming out.

"Hey! Free popcorn! Free popcorn!"

6. Discuss the meaning of the words "Free popcorn" in the three different situations.

LESSON 34

Purpose: to teach pupils to:
listen for intonation patterns as clues to meaning.

Procedure: 1. Tell the pupils that we can change the meaning of what we say by changing our voice. Illustrate by repeating the following sentence showing (a) a casual question; (b) fright; (c) surprise; (d) anger.

What are you doing?

2. Ask the questions again, prefacing each with **Listen to how I speak (a) when I just wonder what you're doing; (b) when I am frightened by what you're doing; (c) when I'm surprised by what you're doing; (d) when I'm angry about what you're doing.**

3. Repeat procedure 1 with the sentence, **John's dog is cross.** (a) a simple statement; (b) fright; (c) surprise; (d) a question. Have the pupils identify the meaning of each.

4. Have pupils pronounce the following, while their classmates listen and judge whether the correct idea was conveyed.

- (a) "Read me a story."
 (i) as a child coaxing for a bedtime story.
 (ii) as a child asking his teacher to read.
 (iii) an angry child telling his big sister to read to him.
- (b) "I'm going to school."
 (i) a proud beginner on the first day of school.
 (ii) a boy who doesn't want to go to school.
- (c) "We're going to buy a new house."
 (i) a child excited about the new house.
 (ii) a child who doesn't want to move.
 (iii) a child who is surprised by the news.
- (d) "Don't."
 (i) as one might if the baby was going to touch the hot stove.
 (ii) a child who is angry because someone is taking his toys.
 (iii) as a child might if a boy was hitting him.
- (e) "Snow."
 (i) a child with new skis when it first snows.
 (ii) a man who has just shovelled the drive, when it starts to snow again.
 (iii) as one might if someone said it was going to snow on a warm June day.

LESSON 35

Purpose: to teach pupils to:
listen for intonation patterns as clues to meaning

Suggested Procedure: 1. Pronounce the sentence "What a ball game!" first to indicate disgust with the proceedings, then to suggest whole-hearted approval. Ask the pupils what kind of a game they thought you had seen the first time; the second time.

2. Repeat the following sentences, indicating two different meanings for each.

That's a fine watchdog you have.

This is a great day for a picnic.

Did you taste that cake?

After each is pronounced have the pupils note the meaning given to the words by the intonation pattern.

3. Tell the pupils that sometimes we use our voices to show which is the most important thing in a sentence. Pronounce the following sentences, emphasizing the underlined word in each. (Do not use exaggerated intonation patterns.) Have the pupils identify the important word in each.

Have you a new coat?

I'm going to get new shoes.

Are you coming?

Put that on the table.

Put that on the table.

Do it now.

LESSON 36

Purpose: to teach pupils to:
use context to find the meaning of unknown words when listening.

Suggested Procedure: 1. Comment to the pupils that when we are listening to a story, we often hear a word that we have never heard before, and so we don't know what it means. Tell them that if we listen carefully to the rest of the story we can often figure out what the word means.

2. Instruct them to listen carefully as you read the first sentence of the story, and see if they can find out what "attached" means.

Help them to see that relationship between "goat," "rope," and "saddle" suggests the meaning of the word.

3. Read Section 1 of the story. Discuss the meaning of each of the underlined words. Consider *how* the meanings could be found from the story. If the pupils *know* the word meanings already, consider how a person who didn't know them might find them. It may be necessary to use questions to focus attention on the meaning clues.

e.g. peasant — What is the peasant doing?

What is he taking to market?

What other words are used instead of peasant in one sentence? (poor farmer)

4. Use the same procedure in each subsequent section.



You may wish to select just a few of the words for consideration. Do not make the lesson unduly long. It is anticipated that some groups will proceed more slowly than others and so will discuss only some of the words.

Story:

THE PEASANT AND THE ROBBERS

1. A poor peasant was riding to market upon a donkey, and was leading a goat by a rope attached to the saddle. The goat had a bell tied to his neck, and as the old peasant rode along he knew, by the tinkle of the bell, that the goat was following.

Three robbers, hidden in the bushes near the road, saw the old peasant pass. Instead of ambushing him and taking the poor farmer's property by violence, they decided to secure it by trickery. Each boasted how he would deceive the peasant.

2. "I shall steal the goat," said the first robber.

"And I shall take his donkey," said the second robber.

"I shall take the coat from his back," said the third.

The robbers hid themselves at different points by the road. As the peasant passed him, the first robber slipped silently up behind, and, taking the bell from the goat's neck, tied it to the donkey's tail. He then cut the rope and quickly led the goat out of sight.

A few minutes later, the peasant looked over his shoulder and saw that his goat was not following him. He dismounted and rushed hither and thither on both sides of the road, looking for the lost animal. The second robber then appeared

and told the poor man that he had seen the thief leading the goat away.

3. "I could hold your donkey while you catch the thief and get your goat back," said the second robber.

The peasant accepted the offer with thanks and hurried back along the road, looking for his goat. When he returned after a vain search, he found to his great distress that his donkey was also gone.

"Well, at any rate, I've learned a lesson," said the peasant to himself. "I shall not be so easily robbed again." And he started to walk toward the town.

Presently he came upon the third robber, seated by a well on the roadside, wringing his hands and weeping loudly.

"What is the matter?" inquired the old man kindly.

"Oh, I am in great trouble!" cried the robber. "As I was getting a drink, I let a bag full of gold fall into the well."

4. "Why don't you jump into the water after it?" asked the peasant.

"Alas, I can neither dive nor swim," said the robber, "but I would be glad to give half the gold to anyone who would recover it for me."

This seemed to the peasant to be a good opportunity to make up the loss of his goat and donkey. He said that he would be willing to go down into the well and bring back the gold. The old man then took off his coat and gave it to the robber to hold. He plunged into the well and groped about for some time, but, of course, found

no gold. Much disappointed, he climbed out of the well, only to find that the man had disappeared, taking the coat with him.

"This is what comes of being too trustful," said the peasant sorrowfully. "There is no use going to the market now for I have nothing to sell, and I have not even a coat."

LESSON 37

Purpose: to teach pupils to:
use context to find the meaning of unknown words when listening.

Suggested Procedure: 1. Tell the pupils they are going to hear the rest of the story about *The Peasant and the Robbers* and that they are going to talk about the meaning of words again. Use the same procedure as suggested for Lesson 36.

Story:

(continued)

THE PEASANT AND THE ROBBERS

5. The third robber had left his own coat in place of the one he had stolen. It was old and ragged, but the peasant picked it up and put it on, saying to himself that it was better than no coat at all. Then he turned homeward.

The first robber, who had stolen the goat, led the animal into the bushes by the roadside as fast as he could. But the goat was not used to being hurried, and the robber had to drag him forward roughly by the rope. At last the animal became angry at this treatment. Lowering his horns, he attacked his tormentor with such violence that the man was pitched into a thorn bush. When the robber got out, scratched and bleeding, and with his clothes nearly torn off his back, the goat had disappeared.

6. The second robber mounted the stolen donkey and rode quickly out of sight around a bend in the road. He urged the animal forward by kicking his sides and pinching his ears. The donkey did not like this and grew more ill-tempered every moment. Presently the robber found himself thrown into the air over the donkey's head. He landed in a heap in the middle of the road. Then the angry animal turned his heels upon him, gave him several vigorous kicks, and hurled him into the ditch. There he lay groaning, with several broken ribs and many bruises, until a kindly passerby picked him up and carried him to the town. In the meantime, the donkey had escaped.

7. The third robber had gone about a mile along the road, still laughing over the trick by which he had secured the peasant's coat, when he suddenly remembered that he had left his money bag in his own coat. He hastened back to the well, hoping that the peasant had not taken the old ragged garment, but was disappointed when it was nowhere to be seen. He had no idea of the direction that the peasant had taken, and he knew that further search was useless. He reflected sadly that his clever trick had cost him a good sum of money.

When the peasant reached his home, he was overjoyed to find his donkey and goat there before him. How they got there, he never knew, for unfortunately the poor animals could not tell him the story. The peasant's joy was increased, when, upon looking through the pockets of the robber's ragged coat, he found a bag containing enough money to buy, not only a new coat, but a whole suit of clothes.

And so our story ends happily, with the boastful robbers all well punished, and the simple peasant in possession of even more than he lost.

W. J. Karr

Directions:

As this is a listening exercise, *read* the questions (and answer possibilities for Rows 3 and 5) to the pupils. Read each question *once* only. Pupils are to underline their responses.

Read:

Row 1: How did the first robber get the goat?

Row 2: Why didn't the peasant know the goat was gone?

Row 3: Why did the peasant let the robber have the donkey?

The robber said he would hold the donkey.

The robber said he would take it to market.

The robber said he would ride the donkey.

Row 4: What did the robber tell the peasant he had lost in the well?

Row 5: What did the peasant do when the third robber told him about the gold?

The peasant gave his coat to the robber.

The peasant gave his gold to the robber.

The peasant climbed down into the well.

The peasant rode off on his horse.

Row 6: What did the peasant have at the end of the story?

LESSON 38

Purpose: to teach pupils to:
interpret the direct words of the speaker when listening to a story.

Suggested Procedure:



It is important that, as you read, the intonation indicates definitely, *but without exaggeration*: (a) what is direct and what is indirect narration; (b) the emotional response of the story characters to one another; (c) whether the quotation is a statement, a question or an exclamation.

1. Tell the pupils that you will read a part of a conversation from a storybook. Relate this to their own experiences in reading direct narration. Discuss the clues used by the reader to help him understand conversation. (For example: quotation marks, question marks, the name of the speaker, words such as *shouted*, *whispered*, *loudly*, etc.)
2. Direct the pupils to listen as you read the conversation and find out what is being discussed.
3. Question the pupils to establish
 - (a) that a boy and his mother are talking;
 - (b) that the tone of your voice indicated what parts of the story were in the exact words of the characters (thus replacing the quotation marks);
 - (c) that you showed with your voice whether you were reading a statement or a question (thus replacing the question marks, periods, etc.).
4. Direct the pupils to listen as you re-read the conversation and see what clues help the listener to understand conversation. (Pupils should note that the listener has all the same clues as the reader except the punctuation marks, and in addition is helped by the reader's bringing the words 'to life'.)
5. Have two pupils take the parts of Llewelyn and his mother and give an oral presentation of the conversation. (Do not expect the exact words of the story.)
6. Re-read the selection.
7. In a later language lesson you might have the pupils continue the conversation between Llewelyn and his mother. Why did Llewelyn stop without finishing his sentence? What did his mother say? What might Llewelyn have answered?

Selection:

Llewelyn went over to the window and pulled the blinds. He blinked for a moment because the sun was so bright. Then he blinked again because the something wonderful had already happened.

There, sitting on the bench under the apple tree, was a chimpanzee, wearing a checked coat and a red cap. Llewelyn opened the window. "Don't go away," he shouted. "I'll be right down."

He ran down the stairs, into the kitchen. "I'll have breakfast later," he called to his mother. "And have you got a banana?"

"You'll have breakfast now," said his mother. "And why do you want a banana?"

"For the chimpanzee in the backyard," said Llewelyn.

"Really, Llewelyn!" said his mother.

"But there is a chimpanzee in the yard," insisted Llewelyn. "I saw him when I looked out of the window. It's my wish. From when my tooth came out."

"So that's what started all this nonsense about chimpanzees," said his mother. "Well, I'm glad your tooth finally came out, and now eat your breakfast like a good boy."

"But there is a chimpanzee - - -"

Lorrie McLaughlin

LESSON 39

Purposes: to teach pupils to:

interpret the direct words of the speaker when listening to a story;
use the indirect narration as an aid in recognizing the emotional
connotations in the direct narration.

- Suggested Procedure:**
1. Have the pupils recall that when we listen to a story with conversations in it, we cannot hear the quotation marks; we listen to the "ups" and "downs" of the reader's voice to tell us what the story characters say, and how the story characters felt; that we also listen to what the author tells us to find out what the characters do and think.
 2. Tell the pupils that today you will read a selection in which the author lets the story characters do almost all the telling. Direct them to listen to tell how many speakers there are, who they are, and what they are talking about. Read the selection.
 3. Discuss the use of such words and phrases as *worried*, *cried*, *hurried into the kitchen*, from (a) the listener's viewpoint; (b) the reader's viewpoint.
 4. Briefly discuss the effectiveness of direct narration in bringing a story situation to life.

Selections:

They sat there, side by side, until the chimpanzee had eaten the banana.

"I'll get another one," said Llewelyn. "You wait here. I don't think my mother likes chimpanzees."

He hurried into the kitchen. "May I have another banana?" he asked.

His mother looked up from the pie she was making. "Such an appetite!" Then she smiled. "Help yourself."

"There are only two left," worried Llewelyn. "And I don't know what else chimpanzees eat."

"Llewelyn!" said his mother. "Enough is enough! If you want bananas, say so. But stop talking about chimpanzees!"

"Yes, Mother," said Llewelyn. He took the two bananas and started for the door.

Before he reached it, though, the telephone rang.

"Answer that for me, please," said his mother. "I have flour on my hands."

Llewelyn picked up the phone and listened for a minute.

"Who is it?" asked his mother. "Is there a message?"

"It's Mrs. Kennedy down the street," said Llewelyn. "She wants to know why we have a chimpanzee in the backyard."

"LLEWELYN!" said his mother. "That's enough!"

She wiped her hands on a towel and reached for the phone. "Please excuse Llewelyn's silly joke about chimpanzees. I'm trying to make a pie and he keeps talking about a chimpanzee in the yard." And then she didn't say anything at all. When she finally hung up the phone, she quietly followed Llewelyn out the door. "There really is a chimpanzee in a red cap and a checked coat on the bench under the apple tree! What will people say?" She sat down on the back steps while Llewelyn walked across the yard and handed the two bananas to the chimpanzee.

"He seems to like bananas," said Llewelyn. "We'll have to buy some more."

"I don't know what to do," said his mother.

"When we bought this house nobody said anything about a chimpanzee in a red cap and a checked coat."

"Nobody knew about it then," said Llewelyn. "I just wished for it last night."

"You did what?" cried his mother. "How did you get this chimpanzee?"

"I didn't really wish for a chimpanzee," said Llewelyn. "I just wished for something wonderful to happen." He grinned. "And it did. A chimpanzee in our backyard is just about as wonderful as anything!"

Lorrie McLaughlin

LESSON 40

Purposes: to review:
making inferences when listening.

Suggested Procedure: 1. Read each section. Following the reading of each, ask questions that require the pupils to make inferences based on what they heard.

2. Discuss each answer, making sure that the pupils are aware that

(a) the answer was not directly stated in the selection they heard;

(b) there was information in the selection, on which the answer was based.

Suggested questions:

Section 1 Why did the mouse speak to the cat?
Why did the mouse think he was big?

Section 2 Why wasn't the cat afraid?
Why did the mouse think he was lucky?

Story:

A LUCKY MOUSE

1. One night a little mouse came through a hole in the wall into a room. The room was dark, but a faint light came from the fireplace. As the mouse stood in front of the fire, he saw that his shadow on the floor was very large.

"How very big I am," said the mouse. "The other animals must be afraid of me. Come along, Mr. Cat, I am not afraid of you now."

supper. It is not very big but it will keep me from getting too hungry before morning."

With that he sprang at the mouse, who fled for his life to his hole in the wall. Not a moment too soon, he slipped through and was safe.

"How lucky that I am not so big as my shadow on the floor," said the mouse.

"How unlucky that mice can escape through such little holes," said the cat.

2. At that moment a cat, who had been asleep on a rug near the fire, woke up. Seeing the little mouse, he said to himself: "Why there's my

W.J. Karr

LESSON 41

Purposes: to review:
 finding the main idea when listening;
 noting detail when listening;
 establishing sequence when listening.

Suggested Procedure: 1. Direct the pupils to listen while you read a poem by Eleanor Farjeon, called "Choosing," to be able to tell the main idea, what she thinks about choosing. Read the poem. Discuss the main idea — it's hard to choose when you have to choose one of several things you like.

2. Test the undirected listening by asking:

What was the name of the poet?
What was her title for the poem?

(But do not be disappointed if none or few can answer.)

3. Direct the pupils to listen to tell what kind of sentence the first line of each stanza is, and what kind the second line is. Re-read, stanza by stanza, giving the name of the poem and the poet. Elicit that the first line is a question; the second is an answer. Ask again for the name of the poem and the poet.

4. Direct the pupils to listen while you read all of the poem, except the last word in each stanza, so that they can give the rhyming word. (*take, that, suppose, look, all*)

5. Ask the pupils to give the names of the things the poet had to choose from, in the order she gave them. (*ball, cake; cake, cat; cat, rose; rose, book; book, ball*)
 Put them on the board. Direct the pupils to listen to check the accuracy of their list. Re-read the poem.

Poem:

CHOOSING

Which will you have, a ball or a cake?
 A cake is so nice, yes, that's what I'll take.

Which will you have, a cake or a cat?
 A cat is so soft, I think I'll take that.

Which will you have, a cat or a rose?
 A rose is so sweet, I'll have that, I suppose.

Which will you have, a rose or a book?
 A book full of pictures? — oh, do let me look!

Which will you have, a book or a ball?
 Oh, a ball! No, a book! No, a ———
 There, have them all!

Eleanor Farjeon

LESSON 42

Purpose: to teach pupils to:
listen to follow directions.

Procedure: 1. Relate the following anecdote.

"I have to take a lion to school tomorrow, Mother," said Timothy.

"A lion!" said his mother. "A real lion?"

"Yes, a real lion," said Timothy. "The teacher said we each had to bring one tomorrow!"

"That's silly!" said his mother.

"I know," said Timothy, "but I just have to." And off he went to look for a lion to take to school. He asked everyone he met for a lion and everyone said "That's silly!" So Timothy went to school without a lion. And do you know he was the only person in Grade Two who didn't bring what the teacher asked for!

2. Ask the pupils what they think the teacher had asked for (a *picture* of a lion) and why Timothy had got into difficulty.

3. Stress the importance of following directions accurately.

4. Discuss listening to directions bringing out that:

(a) directions should be given clearly;

(b) directions should not have to be repeated;

(c) it is important to listen *closely* to *all* the directions before beginning;

(d) if the directions are *not clear*, it is important to ask about them. (Do not allow your pupils to take advantage of this to get the directions *repeated*, but answer honest queries.)

5. Do the following practice exercises to develop skill in following the type of directions frequently used in classroom situations. (Adapt them to your own classroom procedure.) Give the directions orally, *once only* and have the pupils follow them. Caution them to listen to *all* the directions before beginning work.

(a) Take out your reader and turn to page 121. Read the last word on the page.

(b) Put away your readers. Take out your exercise book and your black crayon. With your crayon, print in capital letters the first three letters of the alphabet.

(c) In the margin of your page, write the numerals from one to ten. Write on every second line. Beside each numeral write a word you know. You should have ten words on your page.

6. Develop similar exercises appropriate to your class.



This lesson can only be effective if directions are given clearly, but *once only* in the regular class situation; and careful listening is stressed.

LESSON 43

Purposes: to teach pupils to:
listen to and follow directions;
give directions clearly.

Procedure: 1. Review the principles established in Lesson 42 for giving and following directions.

2. Give each pupil a 12 x 18 sheet of newsprint.

3. Give instructions as follows:

Fold your paper in half. Open it up and fold it in half the other way.

4. **Take out your crayons. Number the boxes on one side of the paper from 1-4. Turn the paper over and number them from 5-8. It does not matter which box has which number.**

5. Give the following directions. Allow time between each direction for pupils to work.

(a) **In box number 1, make a big round circle.**

(b) **Put a small round circle on top of it and two long rabbit ears on top of the small circle.**

(c) **Make a little round tail on your rabbit.**

6. Choose pupils to give directions for the making of pictures in each of the other boxes. Do not let the person giving the directions watch the pictures develop. When he has finished, have the pupils look at their pictures and decide if the directions were complete, and if their pictures match the directions given.

Have the pupils evaluate the speaking:

Could the speaker be heard?

Were his directions clear?



If this proves too difficult for your pupils continue as in Step 5, giving the directions yourself.

Suggested pictures:

Box 2: a face

Box 3: a wagon

Box 4: a snowman

Box 5: a train

Box 6: a clown (describe his costume)

Box 7: the animals in the farmyard (specify numbers and kinds)

Box 8: a map of the playground

LESSON 44

Purposes: to review:
 forming visual and auditory impressions when listening;
 noting details when listening;
 recalling a sequence.

Suggested Procedure: 1. Direct the pupils to listen to the poem to tell what they see and hear. Read the poem, omitting the title. Begin: "This is a poem by James S. Tippet." Ask such questions as:

- (a) What is the whole poem about?
- (b) What kind of trucks is the first stanza about? The second? The third?
- (c) What are the big trucks doing? The little ones?
- (d) What word made the sound of the big trucks? Of little trucks?

(Bring out the sound effects of *rumble* and *rush*.)

- (e) Where did you see all this happening?

2. Direct the pupils to listen again to the poem to tap the rhythm so softly that listening is not made difficult and to supply the rhyming word at the end of each stanza. Read the poem, giving the title and the name of the poet, and the book of poems from which it is taken. When the last rhyming word has been given, ask for the title, the name of the poet, and the name of the book of poems, "*I Go A-Travelling*".

Poem:**TRUCKS**

Big trucks for steel beams,
 Big trucks for coal,
 Rumbling down the broad streets,
 Heavily they roll.

Little trucks for groceries,
 Little trucks for bread,
 Turning into every street,
 Rushing on ahead.

Big trucks, little trucks
 In never-ending lines,
 Rumble on and rush ahead,
 While I read their signs.

James S. Tippet

LESSON 45

Purposes: to review:

- forming sensory impressions when listening;
- listening to get facts from an exposition;
- listening to get the meaning of a new word from the context.

Suggested Procedure: 1. Announce the title. Write the word "vapor" on the board. Direct the pupils to listen to be able to tell what the word means, and as many other things about "vapor" as they can. Read the whole selection.

2. Question the pupils to elicit the things learned about steam, what water vapor is, where it can be seen, how vapor in the clouds is turned into rainwater.

3. Direct the pupils to listen again to say the words that make them experience the touch or feel of something:

water — *wet*
ice — *cold, slippery*
steam — *scalding, burn*

4. Repeat procedure 3 for words that produce sound effects

(bubble, hisses, blows, crashes, pours)

and visual impressions

(plume, disappears, billowy, white, black, flashes, pours)

Exposition:

STEAM AND VAPOR

Steam has lots of push. When water is boiled, the steam in each bubble pushes the bubble up. The steam pushes out and bursts the bubble. The steam hisses out of the spout of a tea kettle in a plume.

You can see and feel water; it is wet. You can see and feel ice; it is cold and slippery. You can see steam, but don't try to feel it! It is so hot it will scald you, and a scald will take the skin off faster than a burn.

You can see steam, but not for long. When it gets a few inches from the spout of a kettle, it

seems to disappear into the cooler air. The water gas we called steam is still in the air, but when it is cooler than steam, we call it water vapor.

On some summer days, there is so much water vapor in the air that the air feels warm and wet, and our clothes stick to us. Great clouds of water vapor gather high in the sky in billowy white clouds. The clouds get black. The wind blows. The lightning flashes! The thunder crashes! Down pours the rain! The water vapor cools and becomes rain. And we feel cooler, too.

LESSON 46

Purposes: to teach pupils to:
 listen to obtain an answer to a question;
 develop a summary of information learned by listening.

- Suggested Procedure:**
1. Direct the pupils to listen to the title of the selection you are going to read, and answer the question it asks. Read the title and discuss the likely answer, "heat."
 2. Direct the pupils to listen to the selection to give a full answer to the title question. Read the exposition.
 3. Elicit the explanation and the importance of the hard, dry shell, the enclosed water vapor, the heat without burning, the force of the steam, and the sudden bursting. Put a short summary on the board.
 4. Direct the pupils to look over the chalkboard summary and listen again to the whole exposition to check the accuracy of their summary of reasons. Discuss briefly.
 5. Direct the pupils to listen again to the last paragraph to tell what they see and what tastes and smells come to them.

Exposition:

WHY DOES POPCORN POP?

Steam makes popcorn pop. But everyone knows we don't boil popcorn. And popcorn kernels aren't wet; they're dry, very dry and hard. Then where does the steam come from? It comes from *inside* each grain of popcorn.

In summer, popcorn kernels are soft and juicy, like the sweet corn we eat off the cob. The heat of the summer sun ripens the popcorn and makes each kernel shiny, hard, and dry on the outside. But inside this dry, hard shell, drops of water vapor are left. Smash open a kernel of popcorn — with a hammer, if you like. Can you see the tiny drops of vapor? The drops are so small that they are invisible.

We put the popcorn kernels into the popper, and shake it over the heat. We shake it because we want the kernels to get hot enough to burn, without burning. Inside each kernel, the water vapor gets hotter and hotter until it has enough push to burst the kernel. Pop! it goes, like a balloon when you blow too much air into it.

The popcorn kernel is so hard that when it does burst, it turns itself inside out into a fluffy white piece of popcorn. Now the hard shell is just the crunchy bit left inside, where the water vapor used to be.

Tasty, isn't it, dripping with melted butter and a shake of salt?

Mary Elting

LESSON 47

Purposes: to have pupils:
 listen and distinguish, by context, between sense and nonsense;
 recall detail;
 check details by listening.

- Suggested Procedure:**
1. Instruct the pupils to listen carefully to the verses you will read. Tell them that these verses are in part sense and in part nonsense. Tell them to listen to try to sort out the sense from the nonsense and remember at least one sensible item and one nonsensical one.
 2. Read the verses with a lively, fast-paced rhythm. Elicit the names of the five meals — breakfast, lunch, tea, dinner, and supper. Put them on the board. Elicit as many items under each as the pupils remember, in two columns — sense and nonsense.
 3. Direct the pupils to listen again to each of the first five stanzas separately to check the accuracy of their summary and make any changes or additions necessary.
 4. Re-read the selection. Have the pupils tell why the title is suitable.

Nonsense Verses:

HUNGRY LIKE A GOAT

For breakfast I ate carpet tacks,
 Some porridge and a tire,
 A glass of milk, a pair of slacks,
 A grapefruit and some wire.

For lunch they served me two boiled eggs,
 A biscuit and a cork,
 A salad made of table legs,
 Some lettuce and cold pork.

At teatime I ate bread and jam,
 An ashtray and a cake,
 Three sandwiches of chopped-up ham,
 A cookie and a rake.

For dinner I had fresh fried fun,
 Potatoes and a pickle,
 A drink of ink, a buttered bun,
 A rainbow and a nickel.

For supper I had gingerbread,
 And gasoline and honey,
 A bowl of soup, a slice of bread,
 And lots of toasted money.

I ate and ate and then at eight,
 I struggled up to bed,
 And in the morning, very late,
 They found that I was dead.

LESSON 48

Purposes: to review listening to:
 enjoy rhyme and rhythm;
 form sensory impressions of sight and sound;
 find the main idea;
 note details.

- Suggested Procedure:**
1. Tell the pupils that you will read them a poem entitled "The Blackbird" by Humbert Wolfe. Direct them to listen to tell what is the most important thing Humbert Wolfe tells us about this blackbird. Read the poem, repeating the title and the name of the poet.
 2. Elicit the main idea — it is pleasant to hear and see the blackbird every morning. Ask the title and the name of the poet. Complement correct listeners, but pass on, without concern, if no one recalls them or recalls them only partially correctly. (You are, nevertheless, cultivating the habit of listening without explicitly stated goals.)
 3. Direct the pupils to listen again and supply the rhyming word at the end of each four lines. Do this, reading the title and the name of the poet again, as a matter of course. When the last rhyming word has been given, ask again for the title and the name of the poet.
 4. Direct the pupils to listen to tell the details of color, movement, and sound that the poet provides:

fence corner (gray) or shrubby corner of garden (green)? rope swings,
 moving in breeze? or garden swing with opposite seats? blackbird,
 whistling song — yellow bill, jet black feathers; Ann, a little girl,
 and father, at window of breakfast room?
 5. Read the poem for enjoyment.

Poem:

THE BLACKBIRD

In the far corner,
 close by the swings,
 every morning,
 a blackbird sings.

His bill's so yellow,
 his coat's so black,
 that he makes a fellow
 whistle back.

Ann, my daughter,
 thinks that he
 sings for us two
 especially.

Humbert Wolfe

LESSON 49

Purposes: to review to:
 find the main idea when listening;
 note details when listening.

Suggested Procedure: 1. Review briefly the concept of the main idea.

2. Direct the pupils to listen to the poem and tell in one word what it is mostly about. (Read the poem without the title.)

3. Direct the pupils to listen to the poem again and find out as many things as possible about the picnic. (You may want to list the details on the chalkboard.)

4. Consider the pupils' answers to (2) and (3) above and elicit a statement of the main idea "Picnics are fun."

5. To check pupils' understanding of the poem, ask what detail in the poem does *not* support the main idea.

6. Re-read the poem.

Poem:

THE PICNIC

We brought a rug for sitting on,
 Our lunch was in a box.
 The sand was warm. We didn't wear
 Hats or shoes or socks.

Waves came curling up the beach.
 We waded. It was fun.
 Our sandwiches were different kinds.
 I dropped my jelly one.

Dorothy Aldis

Listening Test

Use Practice Book
page 80

Directions:

You may wish to give your pupils an informal test of their ability to listen at this time.

Read the story "A Story About Trunks." (Page 374) *Do not discuss.* Then have the pupils turn to page 80 in their Practice Books. Have them circle or underline their responses to the questions. Read the questions (and the possible answers in Rows 1, 4, 5) *once* only.

Read:

Row 1: Why did Bill and Lucy have to play on the street?

because there were many children.
because they had no garden to play in.
because they lived in the city.

Row 2: What surprise did Father bring home?

Row 3: Mark four things the children put in the trunks.

Row 4: Number the sentences in the right order.

Mother said, "Go and wash."
School was out.
Lucy and Bill took off their school clothes.
Bill and Lucy said good-bye to their friends.

Row 5: Why did Lucy put her good dress into the trunk?

She didn't want to wear it.
Her mother told her to.
She thought she'd forgotten to pack it.

Row 6: What did the man do with the trunks?

Row 7: What did Father bring back from their friends?

Row 8: Why did Father say, "You have very good friends"?

The friends said good-bye.
The friends could go with Bill and Lucy.
The friends gave Bill and Lucy some clothes to wear.

Story:

A STORY ABOUT TRUNKS

Bill and Lucy lived in a big city. They had many children to play with. But they had no big garden, with trees and grass and flowers in it. They had to play on the street.

One day, when Father came home, he had a surprise. He had two trunks. One trunk for Lucy, and one was for Bill.

Father said, "We're going away for the summer, Bill and Lucy. We're going to a place where there is a big garden. There is a big wood there too. You may play in the big wood all summer long. We'll go the very day school is out. Soon you may pack your trunks."

"School will be out in five days," Bill and Lucy said. They wanted to get ready at once. They wanted to have the trunks ready for the happy day.

Lucy put her doll into her trunk. She packed her red basket and her little doll bed. Bill put his ball into his trunk. Then he packed his big train and his toy dogs. They packed and packed.

Every day Mother said to them, "What things have you children put into your trunks today? I must look and see. Some day, when I'm not looking, you'll put yourselves in."

Soon the last day of school came. Bill and Lucy said good-bye to all their friends. Then they ran home to get ready to go away. Mother and Father were ready.

Mother said, "Run up at once and wash yourselves, children. Take off these school clothes, and put them into your trunks. The man is coming for your trunks soon. See if you have put all your things into them."

So Bill and Lucy ran up to wash and look at the trunks once more. Lucy went into her room. She took off her school dress and put it into her trunk. She saw another dress on her bed. It was a very good dress.

"I must take this dress, too," Lucy said to herself. "I'll want it in the country."

So she put it into her trunk. Then she went to wash herself.

Bill went into his room. He took of his school clothes and put them into his trunk. Then he saw some good clothes on the bed.

"This will never do," he said. "I'll want these clothes in the country."

So he put them into his trunk and shut it.

Then he went to wash himself.

The man came for the trunks.

Father called, "Bill! Lucy! Are your trunks packed and ready?"

"All ready, Father!" the children called.

"All our things are in our trunks."

So the man got the trunks and took them away.

"There he goes with out trunks," Bill called to Lucy. "We'll soon be leaving, too."

Soon Lucy was washed.

"Now," she said, "I'll put on my dress. It must be time for us to go to the train."

But she couldn't find a dress to put on.

"Mother!" she called. "I can't find my dress. What shall I put on?"

Bill was washed, too.

"Now," he said, "I'll put on my clothes. It must be time for us to go to the train." But he couldn't find his clothes.

"Mother!" he called. "I can't find my clothes. What shall I put on?"

Mother ran up to find the clothes.

She said, "I put your good dress on your bed, Lucy. And, Bill, I put your good clothes on your bed. Where are they now?"

Then Bill and Lucy said, "Oh! We put them into our trunks."

Mother sat down.

"Put them into your trunks!" she said. "Well, what children you are! You didn't put yourselves in, but you put all your clothes in. What shall we do? You can't go away on the train like this."

Father came running up to see why his family didn't come.

Father laughed when the children told him about the clothes and the trunks.

"What shall we do now?" he said.

"I think this is a time for friends," Mother said.

"So do I," said Father. "I'll go call on some friends at once."

Father soon came back.

"You have very good friends," he said.

LESSON 50

Purpose: to teach pupils to:
recall a sequence of ideas after listening.

Suggested Procedure: 1. Tell the pupils you are going to read them a poem called "The Circus Parade." Direct them to listen to be able to name everything mentioned in the parade in the order in which it came. Discuss the nature of the listening required. Pupils should note that the combined task of recalling details and sequence requires careful, concentrated listening. Read the poem.

2. As the pupils tell what was in the parade, make a list on the board.

3. Direct the pupils to listen as you re-read the poem and check the sequence on the chalkboard list.

4. As a review of sensory imagery, you might ask the pupils to listen for words that helped them see or hear each of the items listed in Step 3.

Poem:

THE CIRCUS PARADE

O Goody, it's coming, the circus parade
And all the way up the street,
What crowds of people in gay-colored clothes,
With popcorn and peanuts to eat.

The children have red, blue, and yellow balloons,
As up by the curbing they stand,
And now, in the distance, we suddenly hear
The circus's big brass band!

Behind the crash-bang! of the music they play,
Come riders in red velvet gowns,
And after them, doing the funniest things,
A silly procession of clowns.

Then lions and tigers that pace up and down,
In wagons all painted with gold,
And monkeys a-playing just all kinds of tricks,
As they grimace and chatter and scold.

O, next there come camels and elephants, too,
High on their backs men ride;
There are queer little ponies, no bigger than dogs,
With a clown on a donkey, beside!

And then there come chariots rumbling by
With horses all four in a row;
And the wheezing, old, piping calliope is
The very tail end of the show!

Olive Beaupré Miller

LESSON 51

Purposes: to review:

- noting details when listening;
- finding the main idea by accumulating details;
- using context to determine word meanings (eye, ear, steel).

Suggested Procedure: 1. Instruct the pupils to listen to the first riddle and think of the answer.

2. Discuss how the answer was arrived at, focussing attention on the fact that all the details centred on one main idea, which is also the riddle answer. Stress the importance of *listening* to all the details for each is a clue to the main idea.

3. Continue with the other riddles. Stop occasionally and repeat the steps of (2) above. This is especially important when any pupil experiences difficulty *but* it is also a valid learning experience for all pupils to analyse their thinking and learn *how* to arrive at the answer.

4. You may want to use only some of the riddles in this lesson. Others can be used for review.

Riddles:

1. It has four legs but it cannot walk.
It has a back but it cannot bend.
It always stands, while there I sit — on it.

(chair)

2. It has a neck but it cannot turn.
It has no head but it has a cap.
It has no hands but it holds a drink.
It is made of glass.

(pop bottle, milk bottle, etc.)

3. It has an eye but it cannot see.
It is made of steel.
It is very thin.
It has a sharp point.
It is sometimes hard to thread.

(needle)

4. It has eyes but it cannot see.
It grows in a field or garden.
It is dug up out of the ground.
It is as big as your hand.
It is usually eaten with meat.

(potato)

5. It has ears but it cannot hear.
It grows in a field.
Cows eat all of it.
I eat only the kernel of the ear.
What is left is the cob.

(corn)

6. It has teeth but it has no mouth.
It is thin and flat.
It is as long as your arm.
It is made of steel.
It has a wooden handle.
Carpenters use it to cut boards.

(saw)

7. It has a head but it has no brains.
It grows in a field or in a garden.
It is as big as a football.
It is eaten raw in a salad.
It is boiled to serve with corned beef.

(cabbage)

LESSON 52

Purpose: to teach pupils to:
use context to determine the appropriate intonation pattern.

Suggested Procedure: 1. Put the sentence "Jim found his ball" on the board. Direct the pupils to listen to what you say to learn which word to emphasize when reading the sentence:

"It wasn't *Harry* who found his ball. It wasn't *Jane*. It wasn't *Tom*."

Put your emphasis on the words in italic. Elicit from the pupils that they will now read, "*Jim* found his ball."

2. Repeat the procedure using the following contexts:

(a) "Jim *had* a new, red ball. He *lost* it. Is Jim's ball still *lost*?"
(Jim *found* his ball.)

(b) "It wasn't *my* ball Jim found. It wasn't *Nancy's*. It wasn't *Tom's*."
(Jim *found his* ball.)

(c) "Jim lost his bat, his ball, and his cap. He didn't find his bat. He didn't find his cap."
(*Jim found his ball*.)

3. Repeat procedure 2 with the following materials:

Sentence to be read by the pupils: "But if you eat any of that cake, I'll spank you."

Contexts:

- (a) *John* may have some cake. So may *Jane* and *Jim* and *Joe*.
(But if *you* eat any of that cake, I'll spank you.)
- (b) You may *look* at the cake. You may *put the candles* on it. You may *put it on the table*.
(But if you *eat* any of that cake, I'll spank you.)
- (c) You may eat all you want of *this* cake.
(But if you eat any of *that* cake, I'll spank you.)
- (d) You may have that *cookie*, or that *bun*, or that *tart*.
(But if you eat any of that *cake*, I'll spank you.)
- (e) *Father* won't spank you; neither will *Mother*, nor *Aunt Mabel*.
(But if you eat any of that cake, *I'll* spank you.)
- (f) No, I won't send you up to your room. I won't shout at you. I won't make you miss the party.
(But if you eat any of that cake, I'll *spank* you.)
- (g) Yes, I know the *baby* stuck her hand into the cake. I know the *baby* ate some. But I won't spank the *baby* because *she* doesn't know any better yet.
(But if *you* eat any of that cake, I'll spank *you*.)
- (h) I know that you have *promised* not to take any of that cake, and I know that you *usually* keep your promises. But I also know how *hungry* you are for it.
(But *if* you eat any of that cake, I'll spank you.)

INDEX OF POETRY

	Page
Age Six, <i>Frances Shelley Wees</i>	265
Baby, The, <i>Marchette Chute</i>	53
Barefoot Days, <i>Rachel Field</i>	103
Bedtime, <i>Eleanor Farjeon</i>	306
Blackbird, The, <i>Humbert Wolfe</i>	371
Boats, <i>Rowena Bastin Bennett</i>	328
Brooms, <i>Dorothy Aldis</i>	151
Catkin, <i>Author Unknown</i>	135
Child Next Door, The, <i>Rose Fyleman</i>	71
Choosing, <i>Eleanor Farjeon</i>	364
Circus Parade, The, <i>Olive Beaupré Miller</i>	91, 375
Conversation Between Mr. and Mrs. Santa Claus, <i>Rowena Bastin Bennett</i>	325
Cupboard, The, <i>Walter de la Mare</i>	82
Elf and the Dormouse, The, <i>Oliver Herford</i>	305
Enemy, The, <i>Harry Behn</i>	47
Galoshes, <i>Rhoda W. Bacmeister</i>	26, 344
Honey and pickles and strawberry jam	279
Hungry Like a Goat	370
I Meant to Do My Work To-day, <i>Richard LeGallienne</i>	58
I run because I'm peppy	272
Ice, <i>Dorothy Aldis</i>	293
Jack and Jill	251
Joe, <i>David McCord</i>	141
Just Watch, <i>Myra Cohn Livingston</i>	61
Kite Days, <i>Mark Sawyer</i>	152
Land of Story-books, The, <i>Robert Louis Stevenson</i>	46
Little Kittens, The, <i>Eliza Lee Follen</i>	155
Little Miss Muffet	252
Little Robin Redbreast	317
Meeting the Easter Bunny, <i>Rowena Bastin Bennett</i>	353
Miss Polly	29
Mix a pancake, <i>Christina Rossetti</i>	293
My Dog, <i>Marchette Chute</i>	67
Old King Cole	251
Old Mother Hubbard	317
Once I saw a little bird	317
People, The, <i>Elizabeth Madox Roberts</i>	305
Picnic, The, <i>Dorothy Aldis</i>	372
Put your hand upon your elbow (action jingle)	326
Put on your heavy overshoes (action jingle)	324
Rainbow Fairies, The, <i>Author Unknown</i>	123, 127
Shoes, <i>Tom Robinson</i>	49
Shopping, <i>Elizabeth Morison Townshend</i>	91
Sing a Song of Sixpence	251
Sky-Rocket, <i>Harold J. Brodie</i>	349
Some One, <i>Walter de la Mare</i>	262
Story in the Snow, A, <i>Pearl Riggs Crouch</i>	127
Sure Sign, A, <i>Nancy Byrd Turner</i>	337
There Was an Old Woman	252
Things, <i>Elizabeth Morison Townshend</i>	36
This Happy Day, <i>Harry Behn</i>	74
Trains, <i>Elizabeth Morison Townshend</i>	112
Trucks, <i>James S. Tippet</i>	367
Waking Time, <i>Ivy O. Eastwick</i>	323
What Is Pink? <i>Christina Georgina Rossetti</i>	121
Whispers, <i>Myra Cohn Livingston</i>	77
White Fields, <i>James Stephens</i>	107
White Horses, <i>Irene F. Pawsey</i>	312
White sheep, white sheep	152
Who Has Seen the Wind? <i>Christina Rossetti</i>	149
Wise Johnny, <i>Edwina Fallis</i>	135
Zoowishes	24

Acknowledgments

For permission to use copyright material, grateful acknowledgment is made to:

Appleton-Century-Crofts, A Division of Meredith Publishing Company, for "The Elf and the Dormouse" by Oliver Herford from *Artful Anticks*.

Rowena Bastin Bennett for her poem "Conversation Between Mr. and Mrs. Santa Claus," reprinted by special permission from *Jack and Jill*, © 1947 The Curtis Publishing Company.

The Book House for Children for "The Circus Parade" by Olive Beaupré Miller from *My Book House*.

The Copp Clark Publishing Co. Limited for "A Lucky Mouse," "The Magic Pot," and "Robin Redbreast" from *Stories to Read and Tell*, First Series, by W. J. Karr, and for "The Peasant and the Robbers" adapted from *Stories to Read and Tell*, Second Series, by W. J. Karr.

The Curtis Publishing Company (and the authors) for "Conversation Between Mr. and Mrs. Santa Claus" by Rowena Bastin Bennett, reprinted by special permission from *Jack and Jill*, © 1947 The Curtis Publishing Company, and for "Waking Time" by Ivy O. Eastwick, reprinted by special permission from *Jack and Jill*, © 1946 The Curtis Publishing Company.

Doubleday and Company, Inc., for the use of specified paragraphs from *Roger and the Fox* by Lavinia R. Davis, copyright 1947 by Lavinia R. Davis, and for "Galoshes" from the book *Stories to Begin On* by Rhoda W. Bacmeister, copyright, 1940, by E. P. Dutton and Co., Inc., reprinted by permission of the publishers.

Ivy O. Eastwick for her poem "Waking Time," reprinted by special permission from *Jack and Jill*, © 1946 The Curtis Publishing Company.

Evans Brothers Limited for "White Horses" by Irene F. Pawsey from *Come Follow Me*.

Follett Publishing Company, Chicago, for "Boats" and "Meeting the Easter Bunny" from *Songs from Around a Toadstool Table* by Rowena Bastin Bennett, copyright 1930, 1937.

Harper and Row, Publishers, Incorporated for "Trucks" from *I Go A-Traveling* by James S. Tippet, copyright 1929 Harper and Brothers.

J.B. Lippincott Company (and Harold Ober Associates Incorporated) for "Bedtime" and "Choosing" from *Poems for Children* by Eleanor Farjeon, copyright 1933, 1961 by Eleanor Farjeon, published by J. B. Lippincott Company.

Harold Ober Associates (and J. B. Lippincott Company) for "Bedtime" and "Choosing" from *Poems for Children* by Eleanor Farjeon, copyright 1933, 1961 by Eleanor Farjeon, published by J. B. Lippincott Company.

F. A. Owen Publishing Company for "Sammy and His Other Mothers" by Gina Bell-Zano copyright 1962 by F. A. Owen Publishing Company, reprinted from *The Instructor* by permission.

G. P. Putnam's Sons for "Ice" from *Everything and Anything* by Dorothy Aldis, copyright 1925, 26, 27 by Dorothy Aldis, and for "The Picnic" from *Hop, Skip and Jump* by Dorothy Aldis, copyright 1934 by Dorothy Aldis, renewed 1961 by Dorothy Aldis.

The Society of Authors as the representative of The Literary Trustees of Walter de la Mare for "Some One" from *Collected Poems 1901 - 1918* by Walter de la Mare.

Teachers Publishing Corporation for "The Story of Topsy" by Esther Casjens, reprinted from *Grade Teacher* magazine by permission of the publishers, copyright 1962 by Teachers Publishing Corporation, Darien, Conn.

Nancy Byrd Turner for her poem "A Sure Sign," originally published in *The Youth's Companion*.

The Viking Press, Inc., for "The People" from *Under the Tree* by Elizabeth Madox Roberts, copyright 1922 by B. W. Huebsch, Inc., 1950 by Ivor S. Roberts.

Miss Ann Wolfe for "The Blackbird" from *Kensington Gardens* by Humbert Wolfe.

Catherine Woolley (pseudonym Jane Thayer) for her story "Rockets Don't Go to Chicago," originally published in the April, 1965 issue of *Humpty Dumpty's Magazine* published by the Better Reading Foundation, and subsequently in book form by William Morrow and Company, Inc.

PE 1121 L28 1970 LEV-3 TCH-BK-
PT-2-4
LANGUAGE EXPERIENCE READING
PROGRAM /REV ED
39373968 CURR



000022363139

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS

PE
1121
/

PE 1121 L28 1970 Lev.3 tch.bk.
pt.2-4

Language experience reading
program

0279204B CURR

tch.bk.
pts. 2-4

2354780

CURRICULUM
EDUCATION LIBRARY

B14436

LANGUAGE EXPERIENCE READING PROGRAM

GAGE

06193

